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OFFICIAL MAGAZINE OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS



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- ★ To promote the welfare of children and youth in home, school, church, and community.
- ★ To raise the standards of home life.
- ★ To secure adequate laws for the care and protection of children and youth.
- ★ To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.
- ★ To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.

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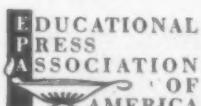
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Mrs. Newton P. Leonard of Providence, Rhode Island, the new president of the National Congress of Parents and Teachers who began her three-year term last May, is seen here in her office at the national headquarters. The vase on her desk is the gift of the P.T.A. at San Juan Pueblo, New Mexico, and was made by Laurencita Bird. The design symbolizes the mountain peaks that surround the artist's home in the valley. In the center is the thunderbird, bringer of rain. Under his wings hang rain clouds, and below his tail feathers flow the rippling waters of the river.



Inaugural

I WISH that some way might be found this year to stir the greatness that dwells in the least of us. Like many of my predecessors who have been privileged to hold the highest office in this organization, most of my association with our great movement has been at what we call the local level. I know from joyous and first-hand experience what power lies in the men and women who make up our associations, what strength is unleashed when they meet together.

The job ahead of us seems to me to be that of linking our thirty-eight thousand parent-teacher associations better for common action, of helping them to serve as relay stations in a vast network of power for good. We have our great Objects always before us. We have a program that has been drafted not by a few but by the many who represent all our state branches and local associations. It is a workable program. That we know from experience accumulated over more than half a century of earnest action and worthy achievement.

There is an immense difference between activity and action. A life of mere activity may be shallow, and it may be irrelevant to the times of which it is a part. There are plenty of routine activities in which we must engage, but we must never delude ourselves with the notion that a mere round of assorted and inescapable chores will satisfy our tasks. Action is activity with a clearly designed purpose

that looks to some large goal, ultimate in our dreams but often more immediately at hand than we in our small vision are willing to admit.

IT IS WELL for this world to know that there are two characteristics which mark the American: The American is teachable, and he is above all and in all things a man of action. Fortunately the parent-teacher movement can take full advantage of these two traits—sing them to the world and prove that they are ours. We may be naïve, we may make mistakes. But we are willing to change, to adapt, to accommodate our efforts to the demands of the hour. And we starkly believe that we can achieve our own destiny. Indeed, we believe that we are predestined by our own faith to help make our world what it ought to be.

As each of us labors where he is, let us all be ever mindful that a local act is a sacred deed, for it moves the great body of the more than seven million members of which we are a part.

Lucille P. Leonard

President, National Congress of Parents and Teachers



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In the best of families some friction is sure to be found. And this is all to the good. For the conflicts a child meets in his home can be excellent preparation for the struggles he cannot avoid in later years. But somewhere between no friction at all and the attitudes that create intense behavior problems, parents must maintain the middle ground where healthy personalities flourish.

Alexander Reid Martin, M.D.

SOMETIMES in our zeal to do the right thing by our children we become so self-conscious, so overly anxious that we lose both our sense of humor and our sense of proportion. Fear sets in—fear lest we do the wrong things. Much of this feeling, of course, arises from the noblest of motives, the desire to give our children the best possible environment, including the best possible parents.

In recent years we have all learned much about the effect of parents' attitudes on children's behavior. It is unfortunate that with this knowledge have come certain apprehensions—and misapprehensions too. Many a mother looks at her newborn baby and wonders, her joy tempered by qualms, "Will I spoil him if I love him as much as I want to? Suppose I frustrate him? What if I lose my temper sometimes?"

This is the first article in the basic course
of the 1952-53 study program.

Parents' Attitudes Children's Behavior

The time has come to reassure parents with a goodly measure of common sense. It is the simple truth that most youngsters turn out pretty well. We do want to reduce the number of neurotics, delinquents, and criminals in our society by preventing the emotional problems of early childhood. But even the best home does not demand parents who are perfect. Probably the really perfect parent—from the point of view of successful child rearing—makes mistakes every day. But he lives zestfully and wholeheartedly, with a minimum of self-probing. He may lose his temper with his children, reject them at one time, thwart or exploit them at another. Yet underneath this normally inconsistent human behavior is a continuous, outward-flowing stream of affection that never fails to be felt by those to whom it is di-

rected. Underneath, too, is a pretty solid understanding of how children grow and how to meet their needs at each stage of growth.

Several years ago my colleagues and I made a survey of three thousand children who attended Youth Clubs of the Children's Aid Society in New York City. We wanted to find out something about how parents' attitudes affect average, everyday boys and girls. One purpose of the survey was to identify the family problems of these youngsters, who came from widely different backgrounds and nationalities, so that we could build up—in the clubs—attitudes and relationships to help counteract these problems. This was and is of paramount importance because these leisure-time agencies are homes-from-home for thousands of children living in congested areas.

To start with, there was a brief but carefully planned interview with each child. In a seemingly casual fashion he was asked nonleading questions about his home, his parents, his brothers and sisters, about school and his day-by-day doings. The first surprise came when the interviewers discovered that even if they had seen a child for months or years and thought they knew him quite well, they really had had no clue to his personal world. A youngster who by all outward signs had a very healthy home life would reveal, in his comments, attitudes on the part of his parents which made life quite difficult for him.

Of course we had to become expert at recognizing problems through the interviews before we could come to such a conclusion. We found, for example, that we were too likely to put emphasis on a child's mood or behavior instead of seeing the real significance of what he said in answer to our questions. It was his words, random as they might appear to be, that gave us the information we needed.

In the end we found we had a wealth of material for a study of the similarities and differences in parents' attitudes toward their children. From it we learned many things.

First of all, we learned that *there is no home without parent-child problems*. All children have problems, great or small, that are created by their parents' attitudes. Remarkably enough, these problems differed only in degree, not in kind, between one family and another, even between one nationality group and another.

When we studied the particular problems that seem to affect the children most we found out something else: that the nature of any problem was far less important than its intensity. Clues to that intensity often came from the child's behavior, which showed how he was trying, consciously or unconsciously, to deal with his problem by using whatever strategies and maneuvers would bring him the greatest relief or the best solution.

We learned too that *consistency in parents' attitudes*, though these might be quite unwholesome for

the child, caused less behavior disturbance than did unaccountable changes and shifts in attitude.

Some of the children, of course, came from homes where none of the family problems were severe or intense. These were happy, outgoing youngsters, constructive members of their particular group. They might be thin or undersized or crippled, they might have a very low intelligence quotient, they might come from poverty-stricken homes; but these handicaps had no important influence on their personalities if their parents loved and accepted them.

What Makes a Happy Home?

Just as the prevailing climate in any country plays a vital part in determining the physical characteristics of its people, so the climate of the home plays its part in determining personality. No climate in the world is perfect; always there will be conditions both favorable and unfavorable to human welfare. But a livable climate must supply certain essentials.

In our study of these three thousand children we had a chance to learn something about the climatic conditions of the home—the attitudes and personal relationships that are necessary to growth and the unfavorable ones every child has to face. Yet the unfavorable conditions had to be extreme and intense before the child's development suffered.

We knew that every child needs love and affection from his parents, but when we sat down to define these two words we could not agree on an exact meaning! So we went back to those interviews that showed a relative absence of harmful attitudes and, in addition, certain family conditions that were almost always associated with a happy, friendly child. Only then were we able to set down the following observations about the homes of happy children:

1. One's first impression of the parents is that they are "giving" and permissive.
2. They have a positive, accepting attitude toward school report cards. For instance, they consider that a poor card shows a need for help, not punishment.
3. They give their children time, thought, and effort rather than material things.
4. They accept the child's early ideas and ambitions without trying to foist their own upon him.
5. They and the other children in the family are helpful but do not demand any payment in return.
6. The family does things *with* as well as *for* the child.
7. The parents give the child physical jobs to do that make him feel strong and important, like lifting and carrying, and fetching bulky objects such as furniture and boxes.
8. Brothers and sisters "fight," wrestle, and have rough-and-tumble play.
9. Parents and children enjoy a playful companionship.
10. Parents tell stories and laugh and joke with their children.
11. Parents recognize and respect the seniority of older brothers and sisters.
12. The mother and father both live at home and do many things together.

Four Attitudes and Their Effects

What, on the other hand, were the attitudes that combined to make a climate unfavorable to children? We found we could classify them under four headings: *rejection*, *deprivation*, *overprotection*, and *exploitation*. Although they never existed singly, one of them always seemed to predominate and had a distinct effect on the child's behavior. After we had identified them in hundreds of interviews we were able to describe not only the attitude but the kind of behavior which that attitude, when sufficiently intensified, produced in the boy or girl. Here is a summary of our descriptions:

Rejection. A rejected child is made to feel unwanted. His parents are hostile to him, punishing him unjustly and often sending him out of the house. He is left out and humiliated when a new baby is born. Many times his parents play favorites or strongly prefer a boy to a girl. They seem to have no hope for the child, expect nothing of him.

Children who have been rejected in this direct, open way are alert, shrewd, cunning, quick to understand, and realistic. They are mature socially and physically. They know the world is unfriendly, so they want to grow up to meet it. They think for themselves, are distrustful of others and not too anxious to please. They are in a hurry to leave school, though they are not usually truants.

Deprivation. We apply this term where there is a broken home through death or divorce and the child is thereby deprived of full and predictable relationships with his parents. There is often material deprivation as well as physical neglect. We think of deprivation when one or both parents are absent a good deal or when the pattern of family life is constantly shifting. The deprived child is often put in the care of a group and is frequently left alone at home. He plays anywhere, and his meals are irregular. As likely as not he is poorly clothed and dirty.

This child tends to be overactive, with a quick, flitting, alert mind. He is hungry for affection. He likes parties and dancing, rituals, ceremonials. He likes school. He wants to be everywhere at once so as not to miss anything. Although he is almost too willing to please others, he will provoke anger in order to get recognition. He gets strong "crushes" and is much inclined to put things on a personal basis. He is often a wishful thinker, with lofty ambitions and fantastic daydreams. As these deprived youngsters approach adolescence they tend to become listless and indifferent—boys more so than girls.

Overprotection. Parents are too solicitous of the children in this group, too concerned about health where there is no cause for concern. They try to keep the child indoors where he is safe. Rough-and-tumble play and any adventurous ideas are quickly discouraged, and parents seem to demand little of a child save that he stay out of trouble. They give him the

feeling that the world is a dangerous place, full of enemies, and that he will be unable to look after himself in it. Usually these parents show a lack of real interest and understanding. The mother is more likely to be overprotective than the father.

A child from such a home looks immature and is inclined to be overweight. He plays with younger children and withdraws from competition. He is afraid to grow up and openly refuses responsibilities. He is easily influenced by others as well as dependent on them. He has no confidence in his own ability, even while he resents being babied. In adolescence some of these children remain compliant, too agreeable. Others seem determined to prove they are



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not sissies or weaklings. They rebel, show off, wear loud clothes, and may become delinquent.

Exploitation. Here the picture is one of domination by the parents, who demand far too much of a child and help him far too little. He is pushed at school, discouraged from play ("It's a waste of time"), and given affection only when he has earned it by his achievements. Often his parents shoulder him with whatever strong ambitions they once had. They expect him to do things too early, and they scorn and ridicule his natural immaturity.

(Continued on page 40)

Is Yours a Good School?



H. Armstrong Roberts

Clamor does not always go hand in hand with clarity and reason. In the mounting clamor against public education the voice of reason has occasionally been faint and sometimes hardly audible at all. The author of this article speaks with welcome and reassuring calmness about our cherished public schools, of which we are all custodians, and what each of us can do to improve them.

Earl H. Hanson

This is the first article in the 1952-53 study program on the school-age child

JUST HOW good are your schools? Do you know? You should, because otherwise they won't be as good as they could be. If you don't know, probably a lot of other folks don't either, and this would indicate that the people in your town are not being partners with the teachers in the education of children. The schools, more than any other institution, come out of the community and reflect its excellence or mediocrity, indifference or interest. If you really know what kind of schools you have, the chances are they are good. If you and your neighbors don't know, the chances are that they aren't so good.

Of course I'm suggesting a constructive interest. Unfortunately there are numbers of people who seem interested in the schools only to tear them

down, to make them cheaper, or to change their aim from that of developing democratically competent citizens to that of producing docile creatures who will blindly follow a dictator's orders. Thoughtful criticism should be listened to thoughtfully, but be a little suspicious of the crotchety critic who cries out for stern and firm discipline. He may want a classroom filled with unnaturally quiet children who jump to the snap of the fingers or the crack of a birch rod by an autocratic teacher.

Do not misunderstand me. I recognize the need for control. Without it there cannot be education, but what I plead for is the kind of control that the children themselves help establish and govern. By such practice they will become strong enough to be free and wise citizens of our republic when they are grown. If the classroom is autocratically organized, on the other hand, it is folly to suppose that by some miracle the children will cease being subjects and instead become sovereign citizens when they reach the age of twenty-one.

Points for Inquiring Parents

How do you find out what kind of school you have? Here are a few things to look for:

Is your school different from the schools you knew when you were a child? Look with a kindly and a helpfully critical eye. Expect to find it a little different. It will be, and it ought to be. You would soundly criticize an automobile company that manufactured in 1952 a car identical with one of 1920. You would quite properly be worried and angry if your physician ignored the wonderful advances in drugs and the tremendous growth in knowledge about mental health that have developed over the last twenty-five years. The schools have not been asleep either. As medicine and engineering and other sciences have advanced, so has teaching. And you will find, when you look, that children are doing much better in the three R's than they did years ago.

I have before me twelve very significant studies that prove this. I shall mention only one:

In 1906 at Springfield, Massachusetts, a group of ninth-grade arithmetic, spelling, and geography tests given in 1845 were found, together with the pupils' scores. They were readministered to ninth-grade children and, twenty years later, to eighth-grade pupils in Minneapolis, Minnesota. The following table shows how much children's mastery of the basic subjects improved over the years:

| | Percentage of Correct Answers 1845 | 1906 | 1926 |
|----------------------|---------------------------------------|------|------|
| Spelling | 40.6 | 51.2 | 60.1 |
| Arithmetic | 29.4 | 65.5 | 67.1 |
| Geography | 40.3 | 53.4 | 65.7 |

Does the school achieve its purposes? I think that those purposes have been well stated by the Rock Island, Illinois, Board of Education:

It shall be the purpose of the schools to provide education to each pupil under the following policies:

1. Schooling shall be such as to bring each child as far as possible into the capable citizenship needed by the free and democratic republic of the United States.
2. Schooling shall as far as possible bring out of each child the maximum power inherent in him.
3. Promotion or retardation of pupils shall be in terms of the child's total welfare—not in terms of convenience to the system.
4. The curriculum shall be organized in terms of:
 - a. What is best for children in respect to child growth and development. It is understood that this includes such factors as emotional and physical health and intellectual development.
 - b. Briggs' golden rules (Thomas H. Briggs, professor emeritus, Teachers College, Columbia University): "The first duty of the school is to teach students the desirable things that they are likely to do anyway." "Another duty of the school is to reveal higher activities and make these both desired and maximally possible."
5. In summary, citizenship and personal effectiveness demand that each child be schooled to his natural limits in terms of his ability to read, write (which includes spelling), calculate, vote, hold office, make a living, keep a home, and keep the law.

Marks of Excellence

Are the children and the teachers happy? You can tell whether they are free of nervous tensions and pressures that make them unhappy, whether they are relaxed and zestful in their activities. A happy school may not always be well directed, but it is certainly true that an unhappy one isn't a good school.

Are the children busy? When you visit a classroom do you observe that most of the time all the children are engaged in some activity, not just sitting around waiting for something to do? If they are busy they may not be engaged in productive activities, but if they are not they are obviously wasting time.

Are the classrooms, corridors, and playgrounds orderly? By that I mean do they exhibit good government and good citizenship? Are they neat and well kept? Again it does not necessarily follow that a well-ordered school is a good one for Americans. It might only be good for collectivist Russia or some other dictator-ridden country. It is true, however, that a school which exhibits anarchy and chaos is not building good citizenship either.

When you visit the school do you feel that the whole organization is a team? A good team is one in which everyone intelligently carries out his assignment and everyone has something to say about it. Such a team wins games, and a good school team wins the struggle against ignorance and autocracy. When you observe the team, does it seem clear that the rules are made for the purpose of gaining fundamental objectives, or are they merely red tape?

Does your school seem to be well and fully staffed? Is it paying salaries adequate to hire the kind of teachers that your children deserve? We cannot continue to tolerate substandard teachers without serious damage to our children.

Is the school well housed and properly equipped? Once again, it does not always follow that beautiful buildings and fine equipment make a good school. But it is at least twice as hard to have a good school if the physical plant is inadequate.

As you see the school in operation, does it seem that every child is important to the teachers and administrators? One way to find out is to watch how the adults behave toward the children. Another is to find out whether the children feel that they really belong to the school and are happy and secure there. Does your own child give you the feeling that he is dragging himself to school as if it were an alien institution or that he is happy to go?

How do you feel after you have visited the school? I realize this is a two-edged question. Some people can go into the finest churches, clubs, or schools and still not feel at home in any of them, and in that case the fault lies with themselves. But, assuming that you are a normal person with friendly, gregarious instincts, did you sense a real welcome? Do



A. Desaney, Inc., N. Y.

you want to go again? Did the school give you the feeling that you and the teacher are really co-teachers, equally responsible for the education of your child?

How To Make Good Schools Better

These questions are set up only as a guide, not as a rating scale. If you can answer them all satisfactorily, you no doubt are happy about your town's educational program. Nevertheless it is your obligation to make sure that the schools will not only continue to be as good as they are but with your help become even better.

If your answers are mainly negative, you should prepare to do something, observing the principle Christ urged upon his followers: "Be ye therefore wise as serpents and harmless as doves." A caustic, critical attack may only make the situation worse. It may corrode the schools and cause them to be even less effective. On the other hand, if you and many others like you proceed with tact and kindness and love for children and their teachers, gain will come.

A practical and natural way to start is by making friends with some of the teachers through the P.T.A. Your association might organize an informal study and discussion of the school and its program. This step alone may improve the effectiveness of your P.T.A., especially if up to now it has been busy spending all its energies on raising money to buy a few things the board of education ought to buy.

Always your study and discussion programs should concentrate on *what is good for the child*. Take up such matters as the principles of child development

and guidance and how parents and teachers can relate the educational program to the natural needs of children. If children's tasks, both at home and at school, consistently violate these natural needs, you only build neurotics. If they are in harmony, you build balanced, emotionally serene individuals.

After this study and discussion, put your ideas to work. All over America today groups of laymen are taking an active part in the making and remaking of school curriculums. More and more, school administrators and school boards are turning to the people to find out what they want their children to be taught and why. Every school system can benefit by a joint educational planning committee, composed of educators and lay citizens representing the P.T.A. and other community groups. If there is such a cooperating group in your town, support it wholeheartedly. If not, suggest that a committee from your P.T.A. confer with the superintendent and the school board about forming a joint educational planning group. The schools belong to the people. Certainly they cannot do everything, but they will do as well as possible those things that parents and educators agree upon as the true tasks of education.

Earl H. Hanson has been superintendent of schools in Rock Island, Illinois, for the last fifteen years. An active member of the American Association for School Administrators, he is an authority on secondary school administration. In his own school system Superintendent Hanson has put into effect his great belief in home-school cooperation.

For the mind's health

Bonaro W. Overstreet

Not by chance has it come about that thoughtful folk of our time feel a deep concern for the maintaining of mental health. It is in the logic of events that such a concern should emerge. And it is in the logic of the National Parent-Teacher's design that a new series of articles by Mrs. Overstreet should be offered by way of illumination and guidance.

1. The Creative Sequence

MOST HUMAN energy so far has gone into troubleshooting. Job told the truth—but not the whole truth—when he declared man to be “of few days, and full of trouble.” The whole truth would have required him to add an afterthought, “but also full of ingenuity.”

Man has not only had troubles but has coped with them, and the same mortal sensitivity that has made him a prime victim has made him a prime coper. The methods by which he has tried to deal with



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trouble have not always been wise. Sometimes they have raised more difficulties than they have overcome. But wherever his methods have fairly fitted the realities of his case, he has not only managed to survive but has added to the stock pile of human knowledge, of human defense against future trouble. Man, in short, is always to be found either in a predicament or on his way out of one, and history is the record of the exits he has successfully and unsuccessfully maneuvered.

The Pattern of Human Progress

Without trying to impose an artificial order upon a process that has been one of manifold trial and error, hope and desperation, insight and foresight and hindsight, we can nonetheless note that a certain creative sequence has been manifest at those points where man has been accumulating knowledge and skill against trouble. Our first effort when we confront a critical problem is of an emergency nature. By whatever means we can command we try to ward off the immediate danger, satisfy the immediate pressing hunger, relieve the immediate pain, set right the immediate wrong, overcome the immediate enemy—be that enemy “an army with banners” or a virus. This type of effort I shall call *curative*. Invoked by some critical condition of body, mind, institution, or human community, it aims to restore a life-supporting balance, to put things back in running order.

Where we successfully put forth curative effort, we net a double gain. On the one hand, we win enough freedom from crisis so that we can once more stand up and look around and get a sort of overall view of our situation. On the other hand, we gain from our intensive dealing with one problem some knowledge to carry over for future encounters with similar problems—a knowledge, moreover, in many instances, that we can lend to others by adding it to the common human pool. Thus we are in a better position than before to launch a second type of effort, which I shall call *preventive*. Having made one crisis yield up its secret, we can take steps to prevent like crises from arising or at least mitigate their severity.

Preventive efforts tend to be more relaxed and broadly based than curative ones. They are made when we have some slight margin of security and therefore more chance to size up the long-range possibilities of a situation. But they are like curative efforts in the rewards they bring. They too yield us the double gain of an enlarged freedom from crisis and an enlarged store of working knowledge for the future.

Because these two types of effort not only keep us alive but make us progressively intimate with our human situation, we owe to them our chance to put forth yet a third type—*promotive*. Gradually, by dint of much dealing with crisis and by putting forth much ingenuity on the preventive front, we human beings have, in area after area, won the right to do more than just hold our own *against* circumstances. We have won the right to be positively, supportively for certain experiences and values.

This, then, is the creative sequence that has marked our human progress. Obviously it is not a sequence cast in the pattern of a relay race, with one type of effort stopping where the next takes over.

Rather, it is a sequence in which curative effort, in one field after another, has become curative plus preventive, then curative plus preventive plus promotive. Only where our human effort has thus taken full form can we regard our hold upon a situation as mature.

On the Stage of Everyday Living

I was talking over this threefold pattern of effort with a friend of mine the other day, and she, after thinking it over, nodded acceptingly and said, “Yes, I’ll give you an example.” The example she gave was almost startlingly simple and personal; yet it fitted the pattern to a T.

She told me how she and a new neighbor had, before they ever met, been turned against each other by the talebearings of a mutual acquaintance. Thus they found themselves in what might accurately be called a state of crisis. Living next door to each other and seeing each other constantly on the street or in the garden, they were tense and wary instead of relaxed. One day, however, when they were both hanging out their wash, something interesting happened. Observing that the neighbor looked appealing and vastly undangerous as she wrestled with a flapping sheet, my friend experienced a sudden doubt that the tales had been true and a sudden resolution to initiate a friendly talk.

More quickly than she had dared to hope, she and this erstwhile “enemy” were laughing together and comparing notes on their unnecessary suspicions.

Here was a successful curative enterprise. But the



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neighbor rounded off their talk by saying, "For heaven's sake, let's check with each other from now on before we believe everything we're told." Thus was established the preventive policy. But the matter did not rest there. Having tasted the pleasure of liking rather than disliking each other, they began sharing more and more experiences that were promotive of friendship.

Man on the Road to Mastery

We cannot always trace with such quick simplicity the creative sequence by which we have variously become masters of circumstances rather than mere victims of them. Yet once the movement is clear, we can begin to see how it has operated in far more complex areas of our human experience.

Man's first efforts, for example, to protect himself from storms and from extremes of heat and cold were apparently of a stark emergency sort. He took shelter where he could find it, thereby "curing" his acute immediate discomfort. Somewhere along the line, however, he moved to the preventive stage of coping with the weather. He began building shelters in which he could more or less dependably seek refuge when he needed to. Thus gradually he gained both the freedom and the knowledge with which to put forth promotive effort.

In this area the human centuries have served us well, so that we today, in our homes, are obliged to give only minimum thought to curative and preventive measures and are free to think of how our homes can be *homelike*—that is, how they can best promote the individual and shared interests of the family group.

A similar process appears to have marked man's food-getting efforts: first, the eating of what he could find when hunger became acute; then, at last, the preventive idea of storing up food; and finally, in our own time, the emergence of the science of nutrition, a science that points not merely away from starvation but toward positive well-being—toward buoyant health.

Our political history affords some interesting examples of the creative sequence. Thus our American Revolution was in essence a curative endeavor. Coping with the problems of a new continent and trying to make the most of its opportunities, the colonists found themselves hampered at every turn by the arbitrary dictates of an absentee ruler. Here, then, was crisis. After the resolution of the immediate crisis there arose the clear need for preventive measures, for no new tyrant must be allowed to take over. Hence the Constitution, with its structure of balanced powers, its limitations upon centralized authority, and its Bill of Rights.

No nation, however, can fulfill itself by merely winning freedom and preventing a recurrence of tyranny. Although we have had to enact the prin-

ple of "eternal vigilance," our main efforts since the Revolution have been promotive. We have not merely been holding our own against an enemy; we have been building up a way of life that we have appraised as good.

Medicine Comes of Age

The terms *curative* and *preventive* are more familiar to us when they are used in a medical sense than in any other. It is precisely for this reason that I have chosen them—and added to them the third term, *promotive*. For the creative sequence has had a peculiarly vivid enactment in the field of medical science.

The curative endeavor, we must suppose, will be with us always, since each new mortal body is born subject to injury and disease. Within our own lifetime, however, we can trace the swift development of preventive medicine, and we can begin to detect the promising outlines of what we might call promotive medicine—the effort that has been described as that of not merely adding years to man's life but adding life to his years.

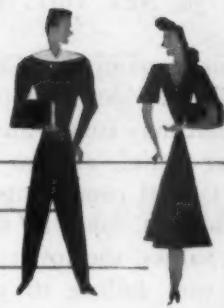
Side by side with the traditional science and art of medicine, with its concentration on the body, we now place the rapidly growing new science and art of psychiatry and psychotherapy, with its concentration upon the emotional life of man. So far, most psychotherapeutic efforts have been curative in purpose. They have aimed to relieve the misery of mental and emotional disturbance and to help the individual toward recuperative insight. This emphasis upon the righting of a critically wrong condition will remain for a long time to come—such is the tragic prevalence of mental illness and the demand it makes upon compassionate intelligence. Yet within the past few decades, as clinical experience has begun to yield its cumulative store of knowledge, there has grown up a new interest in preventive psychotherapy, as witnessed in such movements as parent education and education for mental health.

And now—almost at this moment, we might say—the time begins to seem ripe for the third development, for the emergence of promotive psychotherapy. That time has come, in short, when we can begin to get a clear image not merely of mental illness but of mental health. It is to the exploring of this image, this positive image of mental and emotional well-being, that the articles of this year's series will be dedicated.

Bonaro W. Overstreet, author, lecturer, and spokesman for adult education, is well known to National Parent-Teacher readers as a contributor of long standing and unfailing inspiration. Her most recent book, *Understanding Fear—in Ourselves and Others*, is being widely read and praised.

WHAT'S HAPPENING IN

Education?



● If you have any material that would be of help in planning a program on "What's New in Education?" would you please tell me about it? Thank you.

—MRS. J. N. P.

More than a year ago I participated in a program with the same title as that carried by this department. It was a program planned by the Illinois Congress of Parents and Teachers, and here is how it worked:

A panel of experts was invited to answer questions from the floor. This panel was made up of professors, deans, administrators, and others (including myself) selected for their knowledge of various phases of education. The audience threw all manner of questions at us, and we answered them to the best of our ability. The questions kept coming even after the time was up. Many P.T.A. members were on their feet asking to be heard when the chairman was forced to end the meeting.

So you don't need any material from me or anyone else to launch a "What's New in Education?" program. Any educational question that is on someone's mind is new—or at least "hot"—as far as he is concerned. Your own planning committee will think of some important current issues. Plant these in the audience for a starter. Then the rest of the audience will probably begin firing other questions at the panel.

Recruiting a panel should be no great problem. You will find plenty of educational authorities near at hand. Without exception such people love to talk—especially when no speeches need be prepared.

Mail that comes to me as director of this department suggests the kind of questions your panel may receive:

"My boy doesn't know how to read yet, and I'd like to know what the schools are going to do about it."

"How can we have better supervision of the playgrounds?"

"Why don't they teach children to spell any more?"

"How can I keep my child from reading comic books?"

"Why don't they keep down taxes by cutting out

some of those frills and fads in the curriculum?"

"The schools say that homework is being cut down, but my little girl . . ." And so on and so forth.

These are the kinds of questions that will come up. Nothing cosmic. Nothing profound. But I have said enough to indicate that you will do well to sign up a skillful and diplomatic panel chairman.

Of course, this is only one way to run a meeting on "What's New in Education?" You could also schedule brief statements on present problems and progress. Is your school system planning a new building? Ask for a report from the proper person or group. Call for similar newsworthy statements from curriculum-planning committees. What is the teacher supply situation? How do salaries compare with those in cities or towns of similar size? A local newspaperman covering the school beat can help you to list impending actions or trends that can be whipped into material for a lively meeting.

Why not call for help from the student staff of the school newspaper, aided by students taking dramatics? Ask them to present, with the help of their adviser, a living newspaper called "What's New in Education?" Let the student staff members talk to many of the kinds of persons they normally interview for news. A narrator with a "headline" text can tie the whole presentation together, and afterward there can be discussion from the floor. This living-newspaper technique should stir the audience into action, in addition to presenting what's new, educationally, in your community.

● We are beginning to feel the hot breath of some of our local professional "patriots" on our necks. They want to remake the schools in their own image, which is that of 1890—or even 1790. Some of us who are aware of the danger of attack are trying to prepare defenses before the storm. We are not sure just what to do or how to go at it. Any suggestions?

—H. P. T.

The best document I've seen lately for this purpose is *New Crisis in Education*, one of the pamphlet "platforms" issued by the club and educational bureau of *Newsweek*, 152 West Forty-second Street,

New York 36, New York. The price is twenty-five cents.

This concise pamphlet offers a clinical approach to the problem. First, it helps you identify the kind of attack that may come—the subversive charges, the clashes over belief, and so on. Then it gives examples of typical complaints made against contemporary education, such as the neglect of religious and moral values, the fostering of "seedbeds of collectivism," and failure to teach the fundamental school subjects thoroughly enough. There is some material on higher education in this "platform" that may not be applicable to your situation, but the rest of it will be.

Another place to write is the National Commission for the Defense of Democracy Through Education, 1201 Sixteenth Street Northwest, Washington 6, D. C. The Commission recently prepared a four-page list of articles and books concerned with the wave of attacks on public education.

I understand too that *McCall's* is to follow up its previous penetrating article on pressure groups attacking the schools with a sequel in an early fall issue.

Your chief bulwark, however, will always be good relations between your school and your community. Through your P.T.A. see that the interest of all citizens in their schools is stimulated and mobilized, so that laymen can take active part in discussions of school planning and operation. When people know what is going on, when they have been in on the planning, when the schools are the product of needs they themselves have expressed, then they—the citizens—will be ready to go to bat against vociferous minorities.

Writing on "Postwar Trends in Curriculum Development" (a very important brief survey), Professor Hollis L. Caswell of Teachers College, Columbia University, says this in the February 1952 issue of the *N.E.A. Journal*:

It would be reasonable to expect increased provisions for lay participation in curriculum making. Some school systems have organized lay advisory curriculum councils; others have added lay representatives to professional councils; still others have involved laymen in curriculum surveys.

You will find more material on how the general public is participating in school policies, programs, and planning in a pamphlet by the editor of this magazine, Eva H. Grant. It is entitled *Parents and Teachers as Partners* and is published by Science Research Associates, 57 West Grand Avenue, Chicago 10, Illinois, for forty cents.

Schools can be defended against unreasonable attacks. Textbooks can be saved from undeserved smears. But you will do well to put in a supply of aspirin for the headaches every school system must suffer at some time or other!

● Can you tell me the scope and purpose of a self-evaluation program in a high school? The one to which I refer in the high school where I teach is extending over a period of a year and a half prior to the date of evaluation scheduled for the school. A great deal of time and effort is being consumed by all the faculty members in this direction. Questionnaires, tabulations, and committee reports take up the energy of teachers that it seems to me should go toward their teaching. Do you think that our school may be overdoing this matter? —N. W. N.

In any line of endeavor the man or woman hard at work at his job doesn't like to be bothered. "Don't you see I'm busy?" is a retort common to all climes and times. And in our day we are quite likely to add, "Please go and research something else."

However, your question makes me think of the remark made by the president of a great rubber company. A friend of mine recently visited one of this man's major plants in order to get material for an article. He saw thousands of employees at work. He also saw huge research laboratories. "We spend millions on research," the president told him. "Why?" asked my friend. "You've got good products. The products are selling. You're making profits."

"Research," replied the president, "gives us the margin to enable us to meet our competition. If we didn't search constantly for new methods and new products we would soon be out of business."

This evaluation you speak of is research. From where I am I have no way of knowing whether or not it is good research, whether or not it is over-emphasized research, or whether or not it is a duplication of other research. Yet I am reasonably sure that the program has been launched by the school administration for reasons similar to those that prompt industry to spend millions for this function.

"That's all right for business," you may say. "But the schools aren't engaged in competition."

Aren't they? Public schools are competing for parents' favor with private and parochial schools. Public schools are competing for the good will and confidence of parents so that the next bond issue will go through. Do you think that a dissatisfied parent will vote a tax increase to raise your salary? That dissatisfaction may have no relation to how hard you work or how well you teach. The parents may want you to be teaching another way.

Most of our great industries devote a certain percentage of their income to research—or evaluation. That's what school systems ought to do. Research should be written into the budget. It should, also, of course, be written into the budget of teachers' time. In short, I would say that you may be correct in questioning the method being used, but I doubt that the principle of research can be assailed.

—WILLIAM D. BOUTWELL



NOTES FROM THE NEWSFRONT

Trees for Friendship.—Early in August 100,000 cherry tree seeds were flown from Tokyo to California as a token of friendship from the school children of Japan. With the help of several organizations, including the Japanese parent-teacher associations, the seeds have been sent to several American cities, among them New York, Philadelphia, Baltimore, Boston, Chicago, Seattle, San Francisco, and Los Angeles. While Americans watch the cherry trees grow and bloom, Japanese will tend the sequoia seeds that a few months ago crossed the Pacific from the City of the Golden Gate to Tokyo, the gift of a group of Americans.

How's Your Funny Bone?—Some sober-faced psychiatrists are asking this question in the form of a test, the *Journal of Orthopsychiatry* reports. The Mirth Response Test, which is made up of thirty-six cartoons, is said to give clues to a patient's personality and problems. The general idea seems to be, "Tell me what a man laughs at, and I'll tell you what he is."

Danger Hour.—Table all set for supper and not a slice of bread in the house! What do you do when this happens in your home? Do you send your Dickie or your Patty out to the store? Don't, pleads one traffic chief. Don't send your children on suppertime errands. Most accidents involving school children take place between five and six in the evening, when streams of homeward bound traffic make street crossing a perilous, sometimes fatal venture.

Pervasive Ingredient.—Try as you will, the chances are exceedingly slim that you'll avoid it. They're putting it into soap, chewing gum, mouthwash, shampoo, cigarettes, shaving lotion, face cream, candles, toothpaste, reducing tablets, and inner soles. And your dog can't dodge it easily either, for chefs who cater to canine tastes are adding dashes of it to dog food. What is it? A substance hitherto little known by name outside science classes—chlorophyll.

No Comment!—Terse news release from Manila, capital of the Philippine Republic: "Vice Mayor Manuel Yoray of Danac killed acting mayor Pedro Tacala yesterday in an argument over who should preside at a parent-teacher association meeting."

We Don't Drop Drop-outs.—This might well be the motto of school officials who keep an interested eye on boys and girls who leave school before graduation. In one city names of drop-outs are sent to the director of adult education, who phones or writes each former student, urging him to take advantage of adult training offered in the community. In another city, schools working with the state employment service give prospective drop-outs class time for job hunting. Often after a few interviews the students return to their lessons, convinced that the wisest thing they can do is to stay in school till they win their diplomas.

Infant Wisdom.—In a note on our rapidly growing population (the current rate of increase is more than 200,000 a month) *The New York Times* observes, "It would be unscientific to say that babies are born in the United States because they like it here, but one gets that feeling about it."

Under the Big Tent.—They're not fancy, those UNESCO schools for children of homeless refugees in the Middle East. Classes gather under large canvas tents hastily thrown up to keep out the glaring sun that beats down on the parched earth. Pupils on low, backless stools or straw mats bend over reading and writing lessons propped up in their laps. Though more than 50,000 children attend these emergency classrooms, 100,000 other child refugees in the Middle East have no schools at all.

A Pox on Locks!—That old refrigerator you're no longer using can be a grisly death trap. In the last two years sixty-five children have playfully locked themselves up in discarded refrigerators or ice boxes and died of suffocation, reports the president of the Chicago chapter of the Refrigeration Service Engineers Society. If you're putting your refrigerator aside for a short time, turn the door toward a wall so no child can climb in. But if you're discarding the box or using it for storage, remove the lock at once. If the job is more than you can handle and you live in Chicago, one hundred fifty members of the society there stand ready to take the lock off—free.

A Pioneer Passes.—It was shortly after the turn of the century that Maria Montessori, armed with the first medical degree ever awarded a woman by the University of Rome, strode into the slums of Italy's capital city and set up a school for little children. Here she worked out her ideas on the teaching of the very young—training their senses and their muscles by many kinds of play, guiding them to develop personality and initiative. In time her kindergartens in the Roman slums served as models in many lands, and she herself taught in London, Spain, and the Netherlands, where she died last spring at the age of eighty-one.

Sitter's Swap.—Fifty Chicago couples have solved their baby-sitting problems by tending each other's babies. Members who sit with neighbors' children are entitled to return services. Sitters get credit for straight time if the children are asleep but time and a half for sitting that requires special care or extends beyond midnight.

Secret Out at Last.—Do you want a long life? Perfectly simple. Just decide how long you want to live and then follow the formula recommended by Joseph Dawn Louzier, aged one hundred and twenty-one. Mr. Louzier's prescription: "Just keep breathin', son. Just keep breathin'."



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Frieda S. Miller

A CONNECTICUT textile factory worker, still under forty, has worked for more than ten years. She has three dependents, her mother-in-law and two daughters, and she uses every cent she makes each week to "clothe my children for school and buy food that they really need, like fruits and green vegetables."

A widowed Wisconsin mother of forty-four who works in a telephone exchange is the sole support of her four children and has worked to support them since her husband's death several years ago. She says, "Being a mother and working is mighty hard."

A married waitress who is nearly forty years old and has seven children works in a midwestern city to help support the family. Her husband has only seasonal work. She explains, "The season gets shorter each year. In these days and times children's needs are greater, so our needs are greater."

A sixty-five-year-old woman hotel service worker in Ohio has been employed for some twenty years. Except for what is necessary for her own expenses, she now uses all her earnings to "help my son, an ex-G.I. who was wounded overseas so that he is par-

tially disabled. He has three boys, aged twelve, nine, and seven. I am helping him to take care of them and to give them an education. His wife is able and willing to work, but I prefer to work so that she can give them the training they need at home."

A woman member of the union of railway clerks, who lives in a West Coast city, is separated from her husband. She reports that she used all her wages for years to secure "a comfortable home and education for my four children. Now I have my mother and one grandchild with me." She has been employed twenty years or longer and continues, "I had four children and very little help in supporting them, so nothing has been saved."

Half a dozen thumbnail sketches, drawn from life and chosen at random from thousands—but how revealing when matched against certain popular theories on the question of gainful employment for women! Self-expression, career fever, and the feminist ego are conspicuously absent in these women's tales. One reason alone is given: They work because they need money—by no means, in most cases, for

do Women Work?

Neither hourglass nor sundial nor grandfather's clock but a less romantic and more demanding chronometer—the industrial time clock—sets the pace for thousands of women today. What is it that calls these women, many of them busy wives and mothers, into a yet more exacting way of life? What is the effect on the American home? Everyone has his opinion, but not everyone knows the facts as here presented.

themselves alone. A glance at the results of a recent study made by the Women's Bureau and reported in the bulletin *Women Workers and Their Dependents* is not only highly illuminating but fraught with immediate interest to parent-teacher groups.

The Soaring Statistics

In 1940 only 17 per cent of the married women in the United States were working on jobs outside the home. Today almost 27 per cent of all married women are in the labor force, and they make up more than half of all our women workers. This does not include women who have been married and are now widowed or divorced; more than 36 per cent of women thus situated are working. Of the mothers with children under six years of age in April 1951 (latest available figures), approximately one out of every seven was working outside the home on either a full- or a part-time job. Of those with children between six and eighteen, approximately one out of three was working or seeking work.

Only about half (49.6 per cent in 1951) of the single women in the population are in the labor force. However, since all the female population fourteen years of age and over are counted in these census figures, they include thousands of girls still in high school or college, the great majority of whom are preparing themselves for a working career whether they plan to be married or not. There is public acceptance, generally speaking, of the democratic concept that women have a right to choose their individual life patterns, and today we find that practically all women have worked at one time.

The 18,750,000 women now working (April 1952) make up a large and vitally important segment of the country's production potential. The fact that women's work as well as men's is needed to produce the goods and services that make possible our high standard of living is, of course, one reason why so many women are at work in factories and stores.

But there is a second important reason why women work—a more impelling one than the first from the standpoint of the women themselves, as was brought out clearly in the bulletin *Women Workers and Their Dependents*. Six unions and the Women's Trade Union League joined the Women's Bureau in getting information for this study. They distributed questionnaires among their members, nine thousand of whom returned answers. An analysis of their replies indicates strongly that most women who take jobs outside the home do so for the same reason as men—to make a living for themselves or, in most cases, for themselves and others.

This was the answer given by eighty out of every one hundred of the union women when asked to give their chief reason for working, and practically all (98 per cent) of those without husbands gave this reply. Six out of every ten reporting said they not only supported themselves but had others depending upon them. One out of every seven reported herself as the sole support of her family.

Inquiries into how they used their earnings brought out the fact that more than half of the working women covered in the study had to spend every dollar they earned to meet living expenses from day to day. Three out of four of those reporting said that daily living took seventy-five cents or more from each dollar of their wages. Practically all (98 per cent) of those living in family groups, whether married or single, put part of their earnings regularly into household expenses.

Of the single women reporting, from 12 to 23 per cent supported families in which they were the only wage earners.

Double Burden, Double Needs

The fact that a woman is married no longer means that she is free of financial responsibility. Married women as well as those who had no husbands reported as their primary reason for working

the fact that they had to make a living. To many families the wife's earnings mean the difference between bare subsistence and more adequate family support. In some cases this additional income enables the family to buy or make improvements on a home, and in others it provides the extra money needed for educating sons and daughters. From 4 to 13 per cent of the married women workers in the different unions report that their income is the only means of support for themselves and their families.

The burden of family support falls heaviest on those who have been married and are now widowed or divorced. Almost half of these women in most of the unions reported themselves the sole support of their families. Thirty to 47 per cent of those who were widowed had no other income but their own.

The results of this study of union women are not notably different from those of studies conducted earlier by the Women's Bureau that deal with workers in other fields, including the teaching profession and other professional lines of work. Several extensive studies of teachers show that from half to two thirds of them contributing have dependents whom they must support either fully or partially. Among the more than four thousand women studied during World War II by the National Education Association and Pi Lambda Theta, an educational fraternity, two out of three of the teachers were single women, and of these more than a third were sharing their earnings regularly with relatives.



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And the Children?

Economic and social changes that impose new duties on women, take them from home regularly, and add to the pressure of their daily lives must obviously have significant repercussions on family life. The demands on the time and energy of a woman who is trying to do justice to two valid claims—her responsibility to her family and her responsibility to her job—must obviously be enormous and very burdensome. Some of the resulting problems concern only the family; others are matters of community planning. On both these fronts it is of utmost importance to set in motion whatever forces will strengthen family life and ease its difficulties.

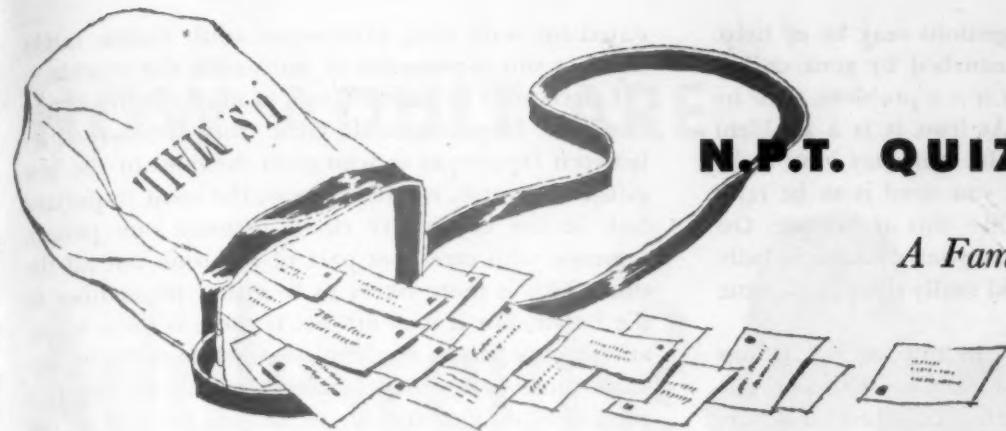
Any realistic program for this purpose must accept the situation as it is. Gadgets and temporary measures will solve no problem. What is still more urgently needed—and what the P.T.A. is supremely well equipped to supply—is education for family life under these special circumstances. The household drudgery of many a working woman can be immeasurably lightened if her husband and her children can be brought to understand and cooperate.

The next step is for the community at large to provide those mechanical aids to family living that will relieve and assist the homemaker. We in the United States are good at that sort of thing. Indeed we are envied all over the world for our innumerable labor-saving devices. Can we not use this ability of ours to create systematic, orderly, and economical ways of relieving drudgery, so that working wives will have more time for personal relationships?

Think of what we did, in our own communities, during World War II! We provided nurseries and day-care centers, recreational facilities, laundries, evening shopping hours, and other consumer services for women workers. All these relieved the pressure of household tasks. The P.T.A. helped then, and it can help now. How? By promoting these same facilities—and whatever others are needed—to reduce the routine demands of homemaking.

And surely every P.T.A. member knows that such measures will benefit not only those women who have paid employment but those volunteer workers who selflessly give of their services to community activities. The unique value of woman's contribution to all fields of human enterprise is becoming more and more widely recognized and appreciated. But it cannot be fully effective until we make a modern myth of that age-old truth: "Man's work lasts from sun to sun; woman's work is never done."

Frieda S. Miller has been director of the Women's Bureau in the U.S. Department of Labor since 1944. She served as adviser to the U.S. delegation of the United Nations General Assembly and has held several posts in the International Labor Office.



N.P.T. QUIZ PROGRAM

A Family Counseling Service

Nina Ridenour

Director, Division of Education
National Association for Mental Health

• *My first baby will be born soon. I plan to take a number of months off from my job, but I cannot stay away indefinitely. Some of my friends have suggested that perhaps I should go back to work as soon as possible after the baby is born and take my time off later, when the baby is older. They say he will miss me more when he is two or three years old and also that it is easier to get someone else to care for a little baby than for a toddler.*

ALTHOUGH it is always risky to offer a straight yes or no answer to a complex question, this is one subject on which we do have a good deal of scientific information. It can be summarized pretty accurately by saying that the younger a child is, the more he needs his own mother. It is true that later on he will be more articulate in expressing his need for you, but

this does not mean that his need is any less great in the first few months. In fact, quite the contrary. It is during his first year that the baby is learning many of his basic attitudes toward life—what kind of world this is and whether the people who care for him can be counted on.

If you go back to your job, your child will be deprived of your care for a certain number of hours a day. Studies of children who have been deprived of a mother's care show consistently that such deprivation during the first year can have profoundly serious consequences. Of course, presumably you will have a good mother-person taking care of your infant, so that he will not be literally deprived of a mother's care. However, there is always the danger that whoever takes care of him will not give him the warmth and devotion and affection that you would, and so he may be deprived at least to some extent. Then, too, it may be hard for so young a child to adjust himself to several different people.

Therefore, this seems to be one situation in which it is safe to say quite definitely, "Stay home with your baby during his first year and for as long after that as you feel that you can."

• *How am I to tell whether or not my child's problems are serious?*

ALTHOUGH this is a question parents often ask, it simply cannot be answered when phrased in this way. In order to be helpful, any discussion of this question requires specific examples of specific behavior under specific conditions. A child may show many signs of having serious problems, but his parents may overlook them entirely. The opposite is also true: Parents often worry needlessly about behavior that is thoroughly normal and healthy. It is impossible to generalize about problems in the abstract; always it is necessary to look at the total situation.



However, one or two suggestions may be of help. For one thing, if you are disturbed by your child's behavior and feel keenly that it is a problem, then by definition it *is* a problem. At least it is a problem for you. Whether or not it is for him may have to be discovered later. Perhaps all you need is to be reassured that all children are like this at his age. On the other hand it may be that your concern is fully warranted and that your child really does need some expert help.

If you feel troubled perhaps one of the things you should do is to set out systematically to find out what children are like—many children. This is especially important if you have never been around children much. Do not depend on your memory of what you were like (or what you think you were like). Do not expect your child to conform to your own prefabricated ideals. And do not count on any all-wise inner counselor to instruct you. Your parental instincts are a wonderful guide, but they are far from infallible if you don't know children.

Read. Study. Observe. Ask questions. Compare notes with other parents. Second only to your love, finding out more about what children are like and what to expect at different ages may prove to be the most valuable gift you can ever give your child. Then in addition to love you can give him understanding, and your love will be the wiser.

● *Part of the time my two children live with me, part of the time with their father, part of the time with his parents. Sometimes one child is in one home and the other is somewhere else. They are in a different school almost every year. The books always say that the most important thing a child can have is a stable home, but my children's home is anything but stable. Does this mean that they are doomed to be maladjusted?*

CHILDREN are never doomed by mere external circumstances. Their resilience is sometimes astonishing. Frequent changes in school—although scarcely to be recommended—are not necessarily disturbing at all. Some children take them completely in their stride.

Changing homes, to be sure, is another thing. But when circumstances are beyond the parents' control, it is better to face the unfortunate aspects frankly and study the situation to discover how to compensate the children for the bad features. Where there is a lot of changing, as in this case, it becomes important to try to provide as much continuity as possible. This might be done in as simple ways as taking extra trouble to see that the children are allowed to keep their own belongings with them from move to move. Cherished possessions have a deep psychological significance, and it is sometimes important to permit a child to take some large awkward-shaped or dilapi-

dated toy with him, even when adult reason might say that this is nonsense or not worth the trouble.

Letters may be another way of maintaining family ties, also frequent small gifts (but avoid rivalries between families as to who gives the most or the best gifts). Of course, needless to say, the most important link in the continuity chain is some one person, someone who cares not part of the time but all the time. This is more likely to be either the mother or the father, but it may not be. If there is some warm, affectionate person in the picture who can be in constant touch with the children, it may be worth a good deal of extra trouble to arrange for him or her to see still more of them. Also it may be extremely important to keep the two children together just as much as possible. The strength of the tie between brothers and sisters is often underestimated.

In difficult circumstances, such as those described above, it is urgent that *somebody* discuss the situation with the children—fully, freely, and sympathetically. Who, then, should this particular person be? It is not necessarily the one who takes the most responsibility for the children or even the one who cares the most or is the closest to them. It should be a person who knows how to talk with children, how to draw them out—a person who has the capacity for being frank and clear and for understanding the child's point of view.

Naturally it is best if this *can* be the person who is closest to the children. That's the way it usually turns out, but not always. For not everybody knows how to talk to a child. And it is futile (or worse than futile—actually destructive) to urge an adult to discuss something freely with children, if he does not have that gift.

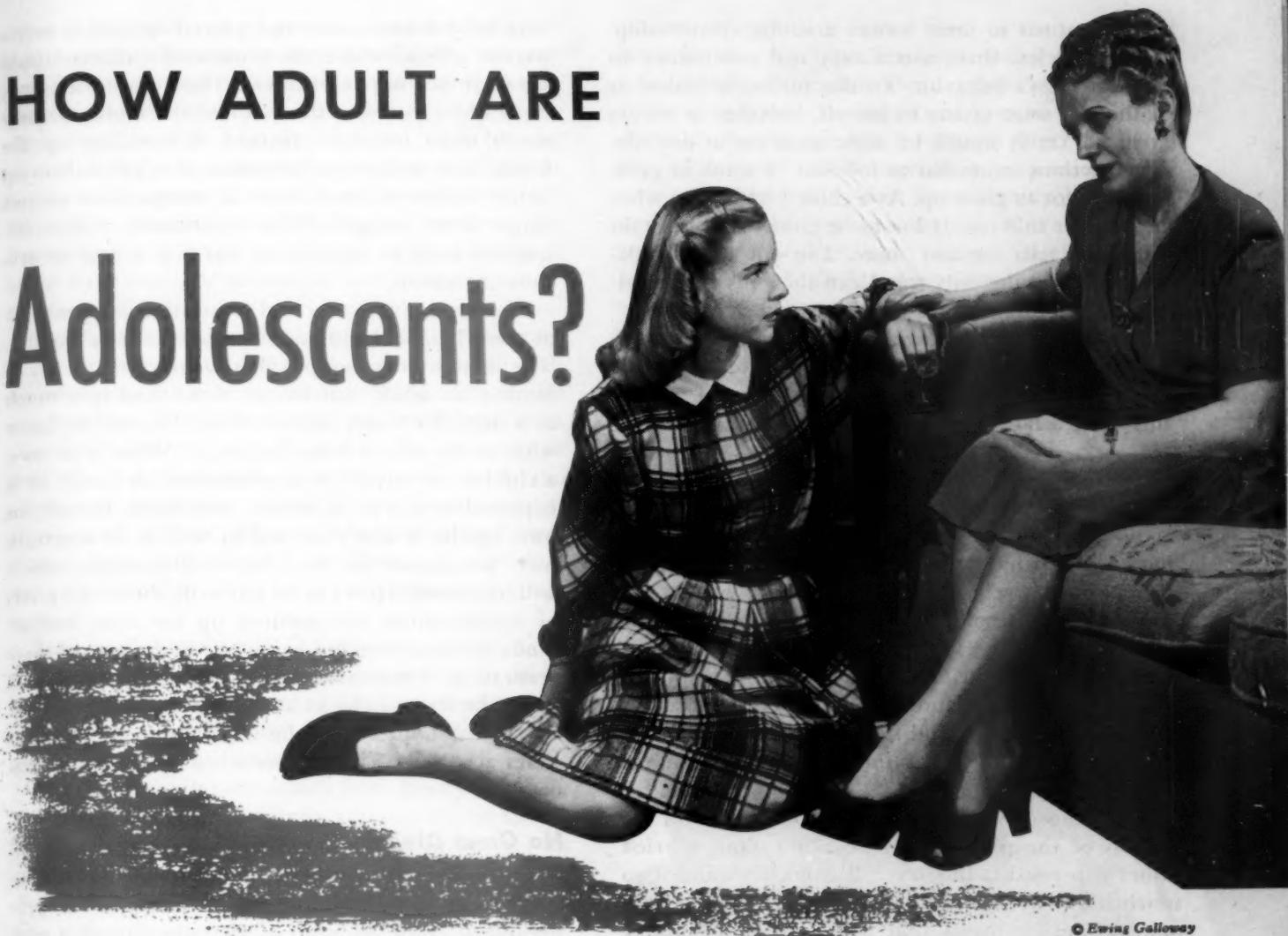
In complex family situations such as yours there are inevitably divergent points of view. There are hostilities, sometimes veiled and sometimes not; differing standards and ideals to which the child must conform; and many parent-figures to whom he must adjust. In such instances it is vital to help the child sort out his own mixed feelings, learn to think for himself, and bring his confusions to the surface where they can be aired and straightened out.

● *It seems as if my thirteen-year-old will never learn any manners. In fact, he's even lost the nice ones he had when he was a little boy. Mealtimes are the worst. No matter how hard I try to keep things harmonious every meal ends in a scene. He slouches in his chair, shovels food into his mouth, reaches half-way across the table, talks with his mouth full, and acts as if "please" or "thank you" were foreign words he can't pronounce. I'm embarrassed at the impression he must make when he is away from home. People will think he has never had any training in manners or courtesy.*

(Continued on page 31)

HOW ADULT ARE

Adolescents?



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Otto Klineberg

This is the first article in the 1952-53 study program on the adolescent child.

OF ALL the ages of man, adolescence has received by far the most attention from social scientists, educators, and anxious, bewildered parents. The reasons are fairly obvious. The tempo of physical development is so accelerated at this period that dramatic changes seem to appear almost overnight. The pattern of psychological development is more varied, more uneven, and in general much less predictable, but it is often equally striking.

To be sure, we no longer take so seriously the idea that adolescence is characterized by severe and inevitable inner "storm and stress." Studies made of the people of other cultures as well as of individual young people in our own culture have shown that the transition into adult life can be smooth and relatively uneventful. This brings cold comfort, however, to the parents who live in our complex and contradictory society and who have to find some way

of coping with the complex and contradictory behavior of their own adolescents.

Unless parents are prepared for it, such behavior may come as a shock and leave them feeling disturbed and helpless. One mother, who was doing her best to understand her daughter, literally threw up her hands in despair. The daughter had asked what dress she should wear to a party, and the mother had given her a suggestion—only to be met with violent disagreement and told that she didn't know what was right for such an occasion.

"Well," thought the mother, "that teaches me a lesson. Next time she asks me, I'll tell her to decide for herself. She clearly doesn't want my advice. She wants to be independent." When she tried it the next time, however, the daughter turned angrily upon her and scolded her for not being willing to give help out of her own experience. The mother regretfully came to the conclusion that at least during this period there was no rhyme or reason in her daughter's behavior. All she herself could do was hope that somehow, sometime, they would both come through

it and return to their former friendly relationship.

Nevertheless there *was* a very real consistency in the daughter's behavior. To the mother it looked as if the girl were saying to herself, "Mother is always wrong." Yet it would be more accurate to describe her reactions somewhat as follows: "I want to grow up. I've got to grow up. As a child I had to do what my mother told me. If I'm to be grown up I can't do what she tells me any more. I've got to be independent, and the only way I can show my independence is to refuse to agree with her, whatever she says."

I have purposely drawn an exaggerated picture. I have also put into words what the child may have felt only dimly and distantly, but in essence I believe this to be a fairly typical adolescent reaction.

Detours on the Road to Maturity

At least one other characteristic of adolescent psychology is a source of great concern to parents. It is included in what psychologists call *regression*—a return to relatively infantile behavior, which the young person seemed long ago to have outgrown. This may take the form of tears, temper tantrums, unreasonableness in argument, violent reactions to minor frustrations, and sometimes even more extreme behavior—the kind that would be normal in a child of six or seven but rather unexpected in one of fourteen or fifteen.

When this occurs (and it is by no means rare) the distress of the parents may be acute. One worried father expressed it this way: "I wouldn't mind it so much if Jimmy admitted that he is still a child. But one minute he insists that he is grown up—and I must say he often acts very grown up—and the next minute he turns around and acts like a real baby. How can I possibly give him the independence he demands when I have all the evidence to show he's not ready for it?"

To understand a specific form of behavior does not necessarily mean that we can handle it adequately, but understanding is certainly an essential first step. It may be helpful to remember that these temporary regressions probably crop up occasionally in every one of us. Which of us is so mature as never to become irritated by trivialities, never to kick the chair he has stumbled over, never to shed (or feel like shedding) impotent tears of anger or disappointment? We count that person mature who usually acts in a mature fashion; it is too much to expect that he will never act otherwise.

Regression occurs for many reasons. Chiefly, however, we tend to regress when we must face situations with which we cannot cope successfully, when we are insecure, when we are frustrated. A significant experiment with young children revealed this tendency in clear fashion. The children were given some new, attractive toys to play with, and observers noted the maturity and complexity of their play. Then the

toys were taken away and placed behind a transparent screen, where the frustrated children could see them but not reach them. They were given back their old toys. Now the level of their play became much more infantile. Instead of building up the blocks into an intricate structure, they piled them up helter skelter or used them as noisemakers or just threw them around. Thus frustration, which frequently leads to aggression, was also found to produce regression.

Feelings of insecurity and frustration are probably at their height during adolescence—and no wonder. The adolescent is supposed to achieve maturity, to become an adult. But when? How? And how much at a time? He wants independence, but will he know what to do with it when he gets it? What is he now, a child or an adult? As a member of his family he is expected to act in a certain way. With friends his own age he is also expected to behave in a certain way. Sometimes the two ways will conflict; which will he choose? How can he reconcile them? All kinds of opportunities are opening up for him, but all kinds of restrictions are being put in the way of their realization. Frustration is the inevitable result. Of course he wants to be an adult, but in many ways life was really simpler when he was a child. So he sometimes acts like a child, thereby escaping his present conflicts.

No Great Divide

Then, too, we can better understand the adolescent's behavior if we think of his constant *struggle for status*. From his point of view the situation may be pretty chaotic. There are no clear-cut rules to go by. Many other cultures have definite rituals that confer adult status on a young person and clearly mark his entry into adult society. We have nothing like that—not in church confirmation ceremonies or graduation exercises or even the act of starting to earn one's own living. The transition to adult life is ill defined. It comes slowly, gradually, imperceptibly. It is difficult to know how long the struggle for status must go on—and impossible to say when it is over.

In his uncertainty the adolescent may try out a number of possible solutions to his dilemma. At times he may become more completely identified with his parents, causing them to despair at his failure to achieve maturity. More often he may become completely identified with his own friends, showing only hostility and resentment against any attempt at guidance from his parents. Sometimes he wavers between the two, uncertain of his role in either group. Sometimes he will take refuge in stereotyped, rigidly formalized behavior—dressing exactly like the others, using exactly the same words and phrases. But all these possible ways of behaving can be understood as means of solving the one fundamental problem of achieving status.

An intelligent young person once clarified one aspect of the situation in these words: "Parents are peculiar. They want you to grow up but at the same time to remain their child. They want you to be independent but still take their advice. They let you go out at night, but they tell you when you have to be home. Sometimes they're lenient, sometimes strict. Most of us wouldn't mind sticking to the rules if we knew what they were and if they didn't change so much from one time to another and from one family to another."

Doesn't this suggest that parent-child relations in this period would be improved if it were possible to arrive at two kinds of consistency—within the family and between families? Within the family the rules should be made explicit. In as friendly a manner as possible and preferably after discussion with the adolescent, agreement should be reached as to what is expected of him. Many of the arguments about coming home late at night (the Cinderella complex) would be avoided if the hour were agreed on in advance.

Interfamily consistency is a greater problem, however. Some years ago in a midwestern city an investigator asked parents at what age they would allow their daughters to go out unchaperoned. The answers ranged from thirteen to twenty!

There are similar variations from family to family regarding the hour to return home at night, size of allowance, use of the family car, and so on. Yet an attempt should be made to reach a consistency. Some beginnings in this direction have been made in a few suburban communities, often under the leadership of the P.T.A., and these experiences should be publicized for the benefit of others, with a full account of what agreements have worked and what ones have failed. P.T.A.'s all over the country might have a look at this problem and see whether matters can't be arranged so that Jimmy's life is not made miserable by the fact that Johnny, who lives across the street and is just the same age, has so much more freedom than he has.

Complete uniformity would certainly be impossible. The goal is rather to reach enough agreement so that the most serious causes of the adolescent's resentment against his own parents may be reduced, if not entirely eliminated.

Patience Paves the Way

There are of course other problems that the adolescent must face, especially those arising from his bodily changes and the increased sex drive. But a great deal has been written on this subject—much less on the important problem of striving for status. In any case these two problems are much more closely interrelated than is usually recognized.

No doubt some fortunate parents will read this article and wonder what it is all about. Their own

adolescent may have shown none of the unpleasant behavior that has been described, and the transition from childhood to adult life may have occurred with great smoothness. Perhaps these parents have been particularly wise; it has frequently been suggested that adolescence will be smooth in proportion to the strength and security that have already been built up in the child. Perhaps, on the other hand, they have been particularly lucky in the kind of child they happen to have. Children are, after all, unique individuals, and some seem to be endowed from birth with a natural serenity of temperament.



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How adult are our adolescents? They are getting there, by various routes and at varying rates of speed. Progress in the individual, as in society, never takes place in regular fashion. The curve of individual development shows dips and spurts and plateaus, but it gradually rises to a new level. A little more understanding and much more patience on our part will help smooth the adolescent's difficult climb to maturity.

Otto Klineberg, professor of psychology at Columbia University, has recently been appointed to membership on the U.S. National Commission for UNESCO. He has taught at various universities in this country and in Brazil, done psychological research on Indians in Mexico and Chinese in China, and is the author of several important books.



Today, when world-wide interdependence is an established fact, it becomes essential to examine ourselves in the light of our new knowledge. Do we really understand the problems that confront us? Are we equal to the multiplied demands of a still divided world?

A World Outlook for American Citizenship

Ralph E. Turner

THE AMERICAN people are the world's greatest problem. That, it seems, is the way it looks from outside the United States of America, and there are three major aspects of that problem. The world's people do not understand the American people; the American people do not understand the world's people; and the American people do not understand themselves.

Perhaps this is to be expected in such an era as the one we live in. The life of the world's people is changing rapidly, intransigently, and inevitably, and there is no way we can halt it. The present age is witnessing deeper changes in the common lives of men, women, and children than any that have occurred since 3500 B.C.

America has come to world leadership without intention and without desire. This leadership is, however, the natural result of our success. We are unprecedentedly wealthy. We know liberties and humane sentiments other nations do not comprehend. Differences in social status mean less among us than among any other people. Above all, we Americans have solved an age-old problem, the problem of keeping the peace among many kinds of people.

This success gives us world leadership, because success is a source of power. For good or ill, we have great power today, and this makes us responsible to a large extent for what happens elsewhere in the world.

The rest of the world knows this even better than we do. The rest of the world knows that what happens now and in the next half century is fundamentally the responsibility of the American people because their power is the decisive factor in the world's future. We cannot avoid this responsibility; we can only shirk it or meet it. And to meet it we need understanding. We need not only the ability to recognize real difference but the capacity to recognize genuine likeness and to evaluate the importance of both. Unfortunately many of us have been taught to recognize and emphasize difference rather than likeness.

Yet in every part of the world and every period of history men have been far more alike than they have been different. It is the emphasis on difference that fosters the special group, the privileged interest, and the dogmatic attitude. The emphasis upon likeness, on the other hand, gives comprehension of why people can live together, why they can settle differences, why they can arrive at understanding.

Now why is it that the world's people do not understand us? The Russians say we are a capitalistic nation. The Asians say we are materialistic and think of human beings as objects, not persons. The Europeans say we are lacking in culture, taste, refinement, and intellectual discernment.

These views are not difficult to refute. The Russian thinks of capitalism as it exists in Asia and Europe. Capitalism in Asia means buying as cheaply as possible, selling at the highest possible prices, and not turning over any capital until all the original purchases have been sold. European capitalism establishes a position in a market, organizes control of production and sales so that the privileged position is maintained, protects a given investment, and continues to live on profits in the privileged area. Neither of these systems bears any resemblance to the American system of free capitalism, which rests upon the fundamental economic principle of expanding capital investment in order to produce at lower cost, so that larger quantities of goods may be constantly sold at decreasing prices in order to maintain a continuous profit upon an even larger investment. Asiatic capitalism pays no attention to living standards. European capitalism accepts the fixing of living standards at certain levels and attempts to maintain them. Only the American system of capitalism has worked steadily to promote a rising standard of living.

The idea that we are materialistic in the sense that we treat human beings as objects is sufficiently disposed of by the very existence of the parent-

teacher organization and many other organizations that devote themselves to individual welfare. This development of interest in the individual human being—his worth, his welfare, his progress—is the answer to the world's charge that we are a materialistic people.

The European charge that we have no culture is largely a reflection of the European view that common, ordinary humanity is incapable of taste, intellectual discernment, and individual refinement. The protest of European intellectuals against American mass civilization arises out of their incapacity to comprehend that we have here, in process of development, a liberation of human energies and abilities that is inconceivable in terms of the historic European tradition.

Snap Judgment?

So much for the world's misunderstanding of us. What of our own misunderstanding of the world? We see the people in many parts of the world as revolutionary, excitable, unstable, and disorderly. But there was a time when we weren't so stable ourselves. There was a time when the world expected us to fall apart. If we are stable today, let us remind ourselves that stability is far easier to attain in a prosperous land than in one ravaged by poverty and war.

Climb with me the rickety stairs to the fourth floor of a trade union building in Canton, China, and talk for two hours to the leaders of Chinese trade unions. What do they want? They are asking for one thing: a sufficient wage to allow each family to have a room to itself and enable the breadwinners to buy enough rice for every member of their families.

Stand in a United Nations hospital on the outskirts of Canton, and see a tiny Chinese girl holding out a Chinese baby. The baby is naked, black and blue, at the last point of paroxysm from lockjaw. What does she want? Go with me into the Indian villages where forty people are sitting on a stone ledge to listen to the American visitor, and mark how, when it is over, they all want to talk at once. What do they say they want? Go with me to a Singhalese village in Ceylon. Go with me into an Egyptian village and find out what these people want. It is always the same thing—enough food, enough shelter, the wherewithal to keep alive.

There are things we need to know about these people. We say they are dirty and diseased and probably lazy as well. They may be ignorant and they may be sick, but they are neither lazy nor dirty in their terms, in terms of what they know. The chief difference between us and them is that we have a body of knowledge about sanitation. We tend to forget that we didn't always have it.

We Americans have not always been well in-

formed, healthy, wise, and high-minded. The facts are not available in the history texts, for history seldom sees the common people. But anyone who takes a realistic backward look at sanitary conditions in this country, say about 1840, is likely to readjust his ideas. We had to learn sanitation; very well, these people can learn too if they have a chance, if they have the information. *There is no substitute for information.* That is the motto over my office door.

One often hears these people called shiftless and lazy, but in terms of their equipment and condition of health, they work harder than any of us ever worked. The basic trouble with more than half the world's population is that they live on a diet that does not equip them with the energy required for productive work. In addition they suffer from debilitating diseases—from malaria, tuberculosis, dysentery, intestinal worms, blood flukes, and the like. These diseases cut down energy. They kill their victims little by little, sapping strength from them day by day.

Before we start calling these people lazy, we ought to know the conditions under which they live. They are ignorant, yes, according to our standards, but there is one respect in which they are not ignorant. They know now that these conditions *do not have to continue*, and their nervousness, their emotion, their political movements, their radicalism, even their attachment to Communism where it exists, arise out of the fact that they know these conditions need no longer remain. They want better education for their children, better health for their children and themselves, and better economic conditions. And they know that these are things that can be had.

How do they know it? We Americans have been showing them. All they want is what we already enjoy. In knowing that fact, any American should be able to place emphasis on their likeness to us rather than their difference.

Understanding Ourselves

The third charge, that the American people do not understand themselves, is interesting in the light of our history. As Walter Lippmann has pointed out, a fundamental fact about American life is that this country was founded by people who wanted to be free of Europe. It is this fact that has kept isolationism alive in America, and in the early days such a policy was wise and necessary. We needed independence to build up our strength without European interference. Later, however, there came a time when, owing to the development of intercommunication, mutual economic interdependence, and worldwide intellectual awareness, that isolation in the historic sense was no longer possible.

It is at this moment that we should remember

the other aspects of our effort to be free of Europe. Fundamentally the American intention has been exhibited in our history from the seventeenth-century struggle to abolish quitrents right down through the effort to get rid of the privileged European educational system by the development of our public educational system. This intention is also evident in the clause of the Constitution which prohibits titles, in the separation of church and state, and in the principle of civil control of the military. This intention is clearly to repudiate European social and political systems. American social and cultural development has aimed at the creation of a classless society, a society in which social status carries no economic advantages, no special educational opportunities, and no political power. And we have more nearly achieved a classless society than has any other nation in the history of the world.

This repudiation of class does not mean that we aim at equality of reward or complete uniformity of life, but it does mean that we build a society based on the principle of social mobility. We intend that every American citizen, wherever he is born, shall have full and free access to the entire body of available knowledge. On the basis of his mastery of some part of that body of knowledge we intend that he shall, by his own work, move through all the functional levels of our society and in so doing have a chance to participate in making those decisions upon which his well-being rests.

The parent-teacher organization is founded on the principle that parents and teachers shall have a right to participate in making decisions that affect children. Children must be educated for life in a mobile society. What does this mean? It means that we give them the opportunity to master information, to acquire skill, and to make both of these useful in service to society. In other words, we give the individual citizen full and free opportunity to develop himself in terms of his best powers and endeavor to supply him with available knowledge for his purposes. An education in terms of human experience is every child's right. Understanding of ourselves as Americans, no less than understanding of current world problems, will be achieved only to the extent to which we are able to carry out this intention.

Ralph E. Turner is professor of history at Yale University and author of *The Great Cultural Traditions*. He is chairman of the editorial board of the UNESCO committee preparing a world history of man's scientific and cultural progress. This article is condensed from Dr. Turner's address at the 1952 convention of the National Congress of Parents and Teachers.

Leonard W. Mayo



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USING THE USABLE

in Guiding Children

"It is encouraging and worthy of record," says Dr. Mayo, "that we have made progress in understanding human behavior and in helping personalities to grow. Indeed this progress that has been made with the help of scientists, educators, and parents both lowly and wise, is one of the thrilling things about the century in which we live."

EVERY ONE OF US who has any interest in the growth of children and young people faces three major questions: *How can we build in the future better than we have in the past? How can we develop healthier personalities in a world which has in it much that is unhealthy? How can we learn to use effectively the best that experience and science have produced in the rearing of children?*

The healthy personality, we would agree, is centered more on others than on self. It has the capacity

to establish and sustain satisfying and mutually helpful relations with other people. It is a personality that is expanding and has infinite capacity for continued growth. It is a personality that is mature in outlook, outreach, and reactions. Finally, the healthy personality is one in which the many parts sustain a reasonable balance and harmony.

The hallmark of the mature and healthy personality is that it never stops trying to grow and deepen, to be even healthier and more well rounded. That is an ideal, you say, and people attain it to some degree only if they are fortunate. But let's get down to brass tacks and ask ourselves how children acquire a healthy personality. How can we make sure that they will have some chance to acquire it?

So Much To Know

Whence, then, this kind of personality? Does it come from heredity, from the general environment,

from the family in which the child is reared, or from outside the family?

The first three of these sources have a universal and eternal application in plant life and human life. In fact, the Bible in more than one instance speaks of this trilogy as "the world, the flesh, and the devil." The quality of the seed should be good. Heredity helps tremendously. But after the seed sprouts, it's the climate, the rain, the sun, the nights, and the condition of the soil that are of great and fundamental importance.

Now let us speak of this trilogy in human terms. Heredity is beyond our control, although everything we do to insure and aid the growth and development of children now is helping the heredity of the future. But we can do something about the sun and the soil—that is to say, about the environment, and about the home or the family.

We know that a very good seed that sprouts in a bad soil has a hard time and a poor seed that sprouts in a good soil with good climatic conditions does have a chance. We know too that sometimes under what appear to be the best possible conditions of seed, sun, and soil, something turns out to be wrong in the rearing of the child. Even though the environment seems good, and the family well-nigh perfect, this may happen. We do not know what goes wrong when under those conditions a child is unhappy and maladjusted or mentally ill. Only the knowledge of what really makes the human body tick, of what life is and how actually it does originate, will finally supplement and integrate what is now in our ken, with all its lacks and gaps and even apparent contradictions.

Think, for example, what it would mean if we could see only one third of an elephant—his head or the center of his body or his hindquarters! We would have very little concept of what the other two thirds looked like except as we let our imaginations work for us. We know only part of the sequence of life, and therefore what seems now to be conflicting or contradictory will one day, perhaps, be revealed as logical, unified parts of a whole.

Advance on Three Fronts

Therefore we start on this very serious business, this great challenge of trying to use the usable, with the profound and humble knowledge that there is much we do not know. We have, however, made progress in three major areas—in philosophy, knowledge, and method.

If we think of *philosophy* as a way of regarding children and their problems and as the sum total of our beliefs and convictions concerning the human personality, then we have made almost revolutionary changes in philosophy in the past quarter of a century. We no longer think of a child as a being suspended between infancy and adulthood. We

think of him as a person. And we think of ourselves as adults whose responsibility it is to respect and defend and recognize his rights.

We used to think largely of negative discipline, of restrictions and limitations. Now we provide and create an atmosphere in which nature has a chance to operate and the child has a chance to learn. Once we used to mold the child to a pattern; now we try to furnish him with the materials and the incentive and encourage him to create his own pattern. But—note this well—it must be a pattern within the framework of what society at its best regards as good and acceptable and sound.



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Second, we have made progress in *knowledge*—good, solid progress of which we can well be proud because as our philosophy has changed, our knowledge has deepened and extended. Our new philosophy has made us eager for more real knowledge, not merely a justification of our biases. (You have heard about people who when they think they are thinking are actually just rearranging their prejudices!)

One reason why we have been eager to seek and to find knowledge is that our way of regarding children and the child's personality has changed. Given a certain set of circumstances, any experienced person would be willing to make cautious but relatively safe predictions as to what will happen to a child. For example, we know that if a child has real security and love before the age of five or six, he has gained something no one can ever take from him. We know that given a reasonably good chance in the years beyond that time, he is likely to make a good adjustment. We know too that the opposite is true. If a child is deprived of love and warmth and

affection at the beginning of life, he is like a flower that lacks the sun and the warmth and the rain, and we can expect a disintegrated personality.

We know something else that is equally, if not more, important. We know that at each stage in the development of the child there are characteristic hungers to be fed, fears to be met, and incentives to be offered. Let me illustrate.

On my little place in Connecticut there are fruit trees, and I have learned that a certain type of spray must be applied before the blossoms appear, another when the blossoms drop, and probably a third during the summer before the fruit forms. It will not do for me to mix these sprays and apply them all at once. Unless the tree receives at each stage in its development what it needs, it will not bear.

Now we know something about the needs of the very young child for dependence upon parents who are stable. We know something of the drive of the adolescent for emancipation and freedom and that the harder he drives for that emancipation, the more necessary it is for him to be sure of his parents' love and stability and strength. We know that the parent who does not understand these things and holds the reins too tightly may induce rebellion and deep resentment.

The How Makes All the Difference

We have made progress in philosophy and in knowledge, and because of that we have made progress in *method*. As our philosophy has broadened and deepened, our methods have necessarily changed, but they have been the last to change because usually we give lip service to a new philosophy for two decades before we begin to reflect those changes in our method.

For example, we are now prone to cultivate and to encourage rather than to push and to drive. The methods that allow for self-development, self-expression, and independence we know are infinitely better than those that restrict, even though the pendulum has swung too far in some homes and schools. The child must not, we know, transgress the rights and desires of the group, and the sooner he learns the proper limits of his behavior, the better. But twenty-five years ago we had to make sure that we told the child what his limits were. Now we are more willing that he shall find them.

Last week end I heard this conversation. A seven-year-old child said to her mother, "Will you call Mary on the phone for me?" Her mother said, "Why don't you call her, Sally? You know how to dial." After some sighing, Sally called. She dialed three times and three times got the wrong number, but her mother, busy in the kitchen, said, "You don't let your finger go around to the end as we taught you last week. Won't you try again?" Sally did, and

finally she got Mary on the phone and had her conversation and hung up. Then her mother said, "Do you remember last week when you answered the phone, you found it was the wrong number and you were upset?" Sally said, "Yes." "And the person on the other end didn't say, 'Excuse me?'" "I didn't either. I should have said that, shouldn't I?"

You see the mutual education in that? The self-expression? The independence? The feeling of "I did it; I didn't do it quite right, but I got a good feeling out of it"?

On another day I heard a very tired and very patient daddy say, after a long afternoon of questions, "Jack, if you will promise me not to say 'Why' for another twenty-four hours, I will give you a quarter." After some negotiations the deal was completed. "Beginning now?" said Jack. "Yes." "OK. . . . How come the sun gets red when it sets?"

I had to leave the room at that point, but I thought, as I went out in the yard, that as long as American youth has that kind of spirit, we are pretty safe. Jack was going to find out about the sun and keep his promise at the same time. Here were a parent and a child, each learning from the other. The father was reaching out to set some limits. Maybe he didn't do it in the right way, but he knew it had to be done.

I can remember talking to a psychiatrist with some trepidation after our two daughters had come home from school one day and read us a very vulgar verse. The psychiatrist made no bones about it. "I hope you were horrified," he said. "I hope you said so. I hope you said 'This kind of thing does not happen in our family. We do not have standards like that.' I hope you raised the dickens!"

I looked surprised. "I thought I was supposed to be calm about things like this." He said "Listen. Those girls are saying to you, 'What are the standards of conduct below which we should not go and toward which we aspire?' When they give you an opening, don't you fail them again. Set the standards so they will never forget. They are asking you to do it."

These little stories show what I mean by the progress we have made in method. Always we respect the child, but always we remember that we are here to guide him—whether we stay in the background, with only a few words of encouragement, or whether we set limits and define standards in no uncertain terms.

This article is adapted from the first part of a speech given by Leonard W. Mayo at the 1952 convention of the National Congress of Parents and Teachers. Part II will follow next month. Dr. Mayo is director of the Association for the Aid of Crippled Children and chairman of the National Midcentury Committee for Children and Youth.



PROJECTS AND ACTIVITIES

Newark P.T.A. Pilots Civil Defense Program

HOW COULD the P.T.A. strengthen the civil defense program? That was the question that the health chairman of the Maple Avenue P.T.A. of Newark, New Jersey, asked herself almost two years ago.

A special committee of the National Congress of Parents and Teachers was soon to be hard at work developing a program for all P.T.A.'s, but their report had not yet been published. Meanwhile the health chairman, Mrs. Leopold Cohen, was eager to get started. Daily she heard the appeals of the Red Cross for donations of life-sustaining blood—blood for the United Nations casualties in Korea, blood to store against a local or national emergency. Blood typing, which speeds transfusions in an emergency, was also being stressed, she knew.

In what way could the P.T.A. help with this civil defense activity? Why not arrange for people to come to the school on a certain day to have their blood typed and sign pledges of blood donations? She took her idea to the P.T.A. president, Mrs. Albert A. Richman, and the executive committee. On the framework of her plan the lively, enterprising Maple Avenue P.T.A. structured a civil defense project firmly based on health, parent education, and community cooperation.

Starting in Low

The executive committee went to work. Since facilities for blood typing were to be set up, why wouldn't it be possible to provide for other tests at the same time? If various agencies of the city cooperated, perhaps further health tests could be added. From the board of education came the green light, "You have a free hand." The board agreed also that if chest examinations could be included the teachers might have their required X rays taken in the P.T.A. project.

The committee began to seek the cooperation of other organizations. The Essex County Tuberculosis League promised to send a mobile X-ray unit to detect heart and lung diseases. Aaron Haskin, M.D., director of the Newark Health Department, agreed to send nurses and technicians for the blood testing, which would include a test for the RH factor. He

also suggested an analysis to detect diabetes. The American Diabetes Association offered to help, and the Red Cross was delighted with the opportunity to get pledges of blood donations.

The question now was, would it work? Would enough people in this well-to-do community be interested in a free clinic?

Gaining Momentum

A survey was launched with the permission of Newark Commissioner of Public Affairs Stephen S. Moran, and a concentrated publicity campaign outlined. Fliers were sent home with the school children and widely distributed throughout the neighborhood. These were to be returned after people specified their choice of one of the two days set for the clinic. Through the channels of the Health Department, newspaper articles appeared spotlighting this "three-way health drive . . . aimed at detecting tuberculosis, diabetes, and other diseases." A radio announcer, a member of the P.T.A., broadcast frequent notices of the project as the time approached.

Gradually it became obvious that facilities would be overwhelmed if all who expressed interest were admitted. Not only P.T.A. members but everyone in the community wanted to take the tests. People from the suburbs begged to be included. So the project



• Pierce Fellows—Newark Health Dept.

was, by popular demand, opened to the general public.

The fliers that had gone out three weeks earlier were returned. Six hundred people had signed up! Now workers were needed. The health chairman called a meeting of class mothers, who agreed to canvass all members of the P.T.A. for volunteers. More than a hundred, including teachers, eagerly offered their services.

Although the tests were not to start until four o'clock, by two-thirty on May 20 more than a hundred people were waiting outside the gym. Hurried arrangements were made to open the doors earlier.

Traffic lanes had been carefully planned. With P.T.A. fathers acting as traffic directors, people moved from table to table in regular order and out a far door, completing the tests in ten minutes.

The participant in the clinic started at the diabetes testing table. A card bearing his name and address was to be mailed by the health department after the analysis had been completed. If results were not satisfactory, he would be advised to see his physician, who would also be notified.

Next he went to the X-ray table. After the picture was taken he crossed to the blood-typing table. A P.T.A. worker labeled a bottle and addressed envelopes to him and his doctor. At the next table nurses and technicians took the blood sample. Two high school girls, volunteer aides in the local hospital, were on duty to sterilize needles. On his way to the door at the far end of the gymnasium he passed the Red Cross table, where he was asked to pledge a pint of blood for the blood bank.

Reviewing the Course

How many people went through the clinic? The X-ray machine recorded 1,001! The diabetes tests numbered 936; blood samples, 935.

From that date to this the reaction of the community has been overwhelmingly favorable. People are satisfied that the results are strictly confidential; no one knows how the tests came out except the technicians, the individuals, and their family physicians.

Numerous communities have asked the Maple Avenue P.T.A. for advice in planning a similar project. The new president, Mrs. Ira Y. Copen, will be glad to describe the setup and answer questions. "Our project," she says, "was a rich experience in cooperation. We feel that it was a real contribution to civil defense because physical fitness and community cooperation are essential to civilian preparedness. Its other great value was educational. Our citizens learned the need for periodic health examinations and the superiority of a thorough checkup over a quick one. This is parent education in the truest P.T.A. sense."

—MRS. J. C. LAMBERT, JR.
Publicity Chairman,
New Jersey Congress of Parents and Teachers

(Continued from page 20)

FIRST OF ALL, have you inquired how he behaves away from home? Perhaps if you did you would be astonished and delighted. So often it happens that a child whose home manners are the family despair is a model of deportment away from home. The next time he has dinner at a friend's house, ask that friend's mother how he acted. The chances are she'll tell you that his behavior was exemplary and that she tells her son she only wishes he would behave half as well as *your* son!

Second, it looks as if your cue is to let up on the matter of manners for the time being. Bad manners at home do not mean that a child does not know better. They are a frequent symptom of that well-known phenomenon, adolescent rebellion. In other words, he is trying you out.

It won't help if you just try to conceal your irritation because you'll probably fail anyway. If you realize that this is merely a phase—like many others he has already passed through—then perhaps his lapses will not bother you. And when he sees you are no longer bothered, the chances are that breaking the rules will appear less desirable.

Children who have been surrounded by good manners practically always grow up to have good manners themselves. Yours will too. Meanwhile, relax.

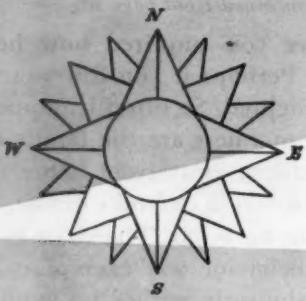
A Summons to Citizens



DO YOU know that in the 1948 national elections only 52 per cent of our voters bothered to go to the polls? That adds up to many silent citizens—about forty-five million altogether.

Why so many mute voices on Election Day? Some Americans, much on the move, can't meet residence requirements. Some can't pay required taxes. But some say nothing out of sheer apathy.

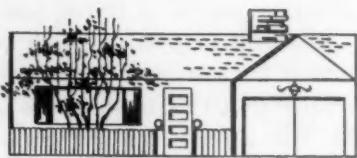
This last group are soon going to get a strong nudge from the American Heritage Foundation, sponsors of a nonpartisan get-out-the-vote drive. Among many other cooperating organizations (including the National Congress of Parents and Teachers) are the Boy Scouts, almost three million strong. Determined to break through the lethargy of the stay-at-home voter, the scouts are distributing a million posters summoning citizens to the polls. Just before Election Day these young Americans will hang thirty million Liberty Bell cutouts on door knobs. When Mr. and Mrs. Citizen reach for their door handle this urgent message will greet them: "Vote as you think. Think as you vote, Tuesday, November 4. Today's youth counts on you. Use your freedom to vote."



Searchlights

and Compass Points

From the Workshop Records



I. NARCOTICS

This is a summary report of the narcotics workshop held at the 1952 national convention of the National Congress of Parents and Teachers in Indianapolis last May under the chairmanship of Knox Walker, second vice-president. Future issues of the magazine will carry accounts of other workshops.

IN 1946, scarcely after the headlines of the shooting war had faded from the front pages, authorities noticed an alarming surge of strength in an old foe—narcotics addiction. Officials detected one especially disturbing fact: Many of the new addicts were young people. Parents, schoolmen, and government officials, alerted to the danger, made ready for a fight. What weapons could they turn against this growing threat? Two weapons chiefly—the law and the environment.

The story of the war that the law is waging against narcotics, a wide-ranging conflict that extends from the local community to the international front, was traced by Robert W. Artis, district supervisor of the Chicago area of the Bureau of Narcotics.

Mr. Artis opened his talk with a question: "What makes narcotics addicts?" And he offered a pithy answer: drugs and the desire to use them. Therefore the law seeks to wipe out addiction by establishing controls over drugs and over addicts. How can the law put narcotics out of the reach of illicit users? Said Mr. Artis:

"International conventions and treaties help, but these agreements alone cannot stop illicit traffic. Every nation must have adequate laws and enforce them rigidly. The United States has a federal law controlling exports and imports, and internal traffic is controlled by the Harrison Narcotic Law, the Opium Poppy Control Act, and the Marijuana Tax Act. In addition, all but four states have passed uniform narcotics laws or other adequate legislation to curb local traffic. At our recommendation several states have amended their narcotics laws to make their penalty provisions conform to those of federal laws. States and large cities must accept their share of responsibility for law enforcement."

But controlling drug traffic is only part of the legal battle. The desire for narcotics must also be controlled. The crux of this problem is control over the drug addict.

"Drug addiction is a communicable disease. Almost invariably the desire for drugs is aroused by association with an addict who describes the immediate effects of marijuana or heroin and rouses the nonuser's curiosity. One addict

alone can endanger a whole group of youths, delinquent or nondelinquent. One addict will make four other addicts, and these four will make sixteen, and so on until the infection pyramids out of control. Local public health authorities should treat addiction like smallpox. States and cities should adopt ordinances providing that addicts be immediately committed until cured."

Tide of Battle

Mr. Artis reviewed the progress made since the beginning of the current wave of smuggling and of youthful addiction:

"That the upsurge is real and genuinely alarming can be demonstrated by a very few statistics. During 1950 the Bureau of Narcotics arrested 6,163 persons for violating the narcotics laws—a more than 100 per cent increase over the 2,944 arrests in 1946. In 1946 the U.S. Public Health Service admitted only three patients under 21 years of age; in 1950, 760 were admitted. The average age of persons admitted dropped from 37.7 years in 1946 to 26.7 years in 1950.

"In 1946 prosecution was lagging. The Bureau of Narcotics had a minimum number of agents. The penalty provisions of the existing laws were inadequate, certainly for second and third offenders. During 1951 the Boggs bill, which strengthens the penalty provisions of the federal narcotics law, was enacted. Now it is possible for us to get—and we are getting—substantial sentences. Congress also approved funds for hiring additional agents. We now have 270 to cover the country.

"Since the passage of the Boggs bill and of various state and city measures we have noticed a general decrease in the activities of the drug-producing countries, the smugglers, and the large-scale peddlers. The number of teenage addicts has dropped. This year the Public Health Service hospitals report only 98 addiction patients under 21 as compared with 351 last year. This is very encouraging, but we will not let our guard down."

In his closing comments Mr. Artis expressed considerable doubt on the wisdom of educational programs on narcotics:

"There is a sharp difference of opinion on their value. The enforcement officials, while favoring careful education of parents, are convinced that campaigns directed at children are more likely to produce addicts than to prevent them. There is the risk of bad information, misinforma-



tion, or too much information reaching the adolescent, who cannot properly evaluate it."

Specialists in health and education, who spoke after Mr. Artis, stressed the protection against narcotics that a good environment can offer. Such an environment recognizes children's deep emotional needs and provides satisfactory ways of meeting them. Fred V. Hein of the Bureau of Health of the American Medical Association described this long-term approach to the narcotics problem:

"This problem, like many others, can be approached also through the home, the school, and the community.

"Children need homes where they have a chance to love and be loved, to belong and feel secure. They need schools where there are enough teachers to give individual attention to children and their problems, schools where there are warmth and affection to reinforce the love and attention given in the home and to some extent make up for it if it is lacking there—schools that offer many happy, satisfying experiences. And children need a community with proper housing, with churches, with constructive recreational activities so important for the adolescent.

"Our education should put more emphasis on a sense of responsibility and on moral and spiritual values. We need also to emphasize parent and family life education. As for narcotics education specifically, that is part of health education. Narcotics education can be effective if it is an integral part of the health program and not given undue or hysterical stress; if there is adequate preparation of the teachers, careful preliminary planning, and interpretation of the program to the parents in the community; if there is preliminary liaison between local medical societies and law enforcement agencies. Above all, narcotics education must not be made a separate course or singled out in any way for undue stress."



The Long, Slow Pull

Mr. Hein's final caution was echoed by Lester Schloerb, assistant to the general superintendent of the Chicago Board of Education. Describing the role of the school in fighting this problem, he said:

"We should not have separate courses that create excitement and make the problem glamorous. Some aspects of the problem can be brought up naturally in social science classes; others in science, physical education, and health classes. We must not arouse curiosity, but we must make parents and teachers aware of the problem and help them understand it.

"We feel that the main function of the school is to deal with the situations and conditions that produce addicts—emotional instability, broken homes, congested areas, areas without proper recreational facilities. We should work more closely with community agencies and organizations—social and recreational agencies, parent and other adult groups, clinics, and hospitals. In short, we should do better what we have been doing all the time."

The reasons for the allure narcotic drugs have for adolescents brought out conflicting opinions. According to Mr. Hein:

"The problem of the adolescent's desire for adventure and excitement is real. If we can satisfy that desire with constructive recreational activities that's fine. I think there is another factor, the adolescent's urge to conform, to do what the rest of the crowd does."

Mr. Artis took exception to this idea:

"I know young people take a marijuana cigarette to avoid being called a sissy or disagreeing with the others, but that doesn't mean they're going to become addicts.

Although that may happen, it's not the usual course."

One stubborn fact about youthful narcotics victims compels the attention of parents and teachers—the link between addiction and delinquency. Harold Mann, M.D., of the Children's Bureau pointed up this relationship:

"Drug addiction in an adolescent really represents one form of juvenile delinquency. It is a form of antisocial behavior that centers chiefly in large urban areas where there is or has been high delinquency. Frequently delinquents are addicts. That suggests that we attack the problem as one aspect of delinquency."



Bred in the Shadows

What can be done for these young addicts? Law enforcement officials urge compulsory hospitalization and treatment. But Dr. Mann asserted that these are first steps only. If society's concern with the young victims ends with their discharge from a hospital the work of faithful doctors and nurses and attendants may soon be undone, and public funds spent for treatment wasted. To return these young people to the jeopardies of a bleak environment is to risk hard-won gains. Said Dr. Mann:

"Our responsibility cannot stop with the so-called cure. If we send the youth back to his community without continuing his rehabilitation, there is a strong possibility he will succumb again. We must use all the community resources—social welfare, employment and rehabilitation services—that we use to combat delinquency."

Mr. Artis seconded this idea:

"The youthful addict is certainly worth the money and effort it takes to cure him and return him to society. But back in the old environment the youth has to face the enticements of his old associates with their 'Come on, Joe, you beat it once. Do it again.' Just one dose, and he's back where he started. A new environment gives him a chance to build up resistance to his old friends and the things they are doing."

In bringing the workshop to a close Knox Walker referred to the conference on narcotics called last fall in Chicago by the National Congress of Parents and Teachers and to the program that grew out of that meeting—a program that emphasized prevention. The influence of the National Congress of Parents and Teachers in the continuing fight against this threat to youth cannot be overestimated:

"A preventive program in the community is a good way to keep the narcotics menace out. If family life is strengthened; if religious training reaches into all our homes; if home and school cooperate; if there are adequate health services, recreational programs, and guidance clinics; if we have all these in a functioning community, then we are giving our children the best possible chance for full, positive growth. The parent-teacher organization is the one agency that reaches into practically every community. It can join hands with all the other agencies, governmental and private, that seek to safeguard youth by wiping out the narcotics menace. Through community teamwork we will win."



Study Course Guides

I. Basic Course

Directed by Ruth Strang
"Parents' Attitudes—Children's Behavior" (page 4)

Points for Study and Discussion

1. How does Dr. Martin explain the fact that even though many parents make mistakes in child rearing, their children are quite likely to turn out well? What does he consider the two conditions essential to healthy growth?

2. How do parents show "a continuous, outward-flowing stream of affection that never fails to be felt" by the children? Does this mean that a parent should always do what the child wants? How permissive should parents be? How can they set limits on children's behavior and still convey their underlying affection?

3. In what ways can parents gain an "understanding of how children grow and how to meet their needs at each stage of growth"?

4. The following statements (condensed from *Some Aspects of Hostility in Young Children* by Anneliese Friedsam Korner) were made by mothers in response to the question "What are the most and least enjoyable aspects of parenthood?" Which of the attitudes expressed do you think would be most favorable to the children's development? Compare these attitudes with those Dr. Martin describes:

"I don't like to be a mamma. Being a mamma is too much work. I don't want any more children." (She had two.)

"It really was a burden to have too many children. When I discovered I was pregnant I felt bad about it. Then I finally made up my mind to accept it. And I did."

"I have two nice children. I am happy about them. My kids mean everything to me. I could throw myself out the window for them. They are the only thing I have. I love them even more than I do their father."

"It's a natural feeling that I have. I always wanted children. When I had my first I was unhappy that it was only one. The only thing I ever regretted in my relations with my children was that I could not be with them as much as I would have liked to. Both my husband and I feel good about them."

5. Under what conditions do children fail to reveal their real attitudes toward their parents? What can parents do to encourage children to express their true feelings about the family? Why is it important for parents to know how children really feel?

6. Dr. Martin states that children's problems created by their parents' attitudes "differed only in degree, not in kind." Show how this applies in the families you know. Why is it desirable to protect children only from the extremes of the four unfavorable attitudes?

Program Suggestions

One or two members of the study group might volunteer to make a study (withholding real names, of course) of several particularly likable, happy, outgoing youngsters, answering the following questions about each: How did his parents feel about having a baby? What was their attitude toward him as (1) an infant, (2) a preschool child deciding between continued dependence and independence, (3) a first-grader beginning to break away from close family ties, (4) a nine-year-old seeming to prefer his playmates to his parents, and (5) an adolescent trying to gain psychological independence from the family? In making their report the members of the group should compare these answers with Dr. Martin's list of family conditions associated with happy, friendly children, pointing out differences and similarities. Then the entire study group could discuss the conclusions to be drawn from this report.

A small committee of members might take responsibility for presenting the play *Parents Are People* by M. Jerry Weiss. (See *Journal of the National Association of Deans of Women* for March 1951.) Let the play serve as a springboard for discussion of such questions as these: What were the parents' attitudes toward each of their children? How were these attitudes related to the children's behavior? How much of a life of their own should parents have apart from their children?

In addition to a skillful leader two other persons should be appointed to aid in the discussion—a recorder to write on the blackboard each parental attitude as it is described and an observer to study the group process and tactfully make suggestions for its improvement.

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II. School-age Course

Directed by Bess Goodykoontz
"Is Yours a Good School?" (page 7)

Points for Study and Discussion

1. Superintendent Hanson asks whether the school your children attend is different from the school you attended. Certainly it should be. Name some of the differences. Why have the changes come about? Is it because there are new materials and equipment (radio, for instance), because educators have found new ways to help children learn (manuscript writing, for example), or because schools have somewhat different purposes (to help children solve problems instead of memorizing great amounts)? How do you feel about these differences? Do they seem to you in the main to be good? Unfortunate? Worth studying?

2. Has your school made studies of the effectiveness of learning similar to the one reported by Springfield, Massachusetts? What ways of evaluating the quality of its teaching does your school use? Have you tried parent-teacher conferences along with, or instead of, report cards? If so, what values do you see in them?

3. What is the effect on children's learning if they and the teachers are happy? If every child is important to the teachers and administrators?

4. A popular book for teachers, published some years ago, told of how a man from Mars visited our schools. The classrooms puzzled him—seats fastened down in rows, no evidences of work in sight. He asked whether schools were for old, tired people who just wanted to sit and rest. What would he have thought of Superintendent Hanson's point about children being busy?

5. Is your school one of the buildings that people in the community point to with pride? Does it pass the tests of safety and sanitation? Is it large enough to allow all the children to have the kind of active program just described? Are there desirable activities that your building cannot now accommodate—school lunch, orchestra, school parties, dramatics, physical education, kindergarten, P.T.A. meetings?

6. Besides classroom teachers what staff members should a school have available? What special services do these children need: a hard-of-hearing child, a child who draws unusually well, a child who habitually plays truant, one who learns slowly, a child of migrant agricultural workers who has moved many times? Name some others who need special help. Can your school take care of them? Is it "well and fully staffed"?

7. The author seems to be talking directly to parents ("your child," "when you visit," and so on). If someone turned the tables and talked directly to the school staff on this same topic, what questions might he ask? How would they answer this one: Does your school provide better opportunities for children because you make use of the special abilities and talents of parents?

Program Suggestions

September is the time for a fresh start, both for schools and for parent-teacher associations. First of all, we need a clear idea of where we are and of whether the group is thinking pretty much alike about the school. Start with this icebreaker question: "If a newcomer to the community should ask you, 'Is your school a good one?' what would you say?" Tell just one important thing, if possible.

To pull your ideas together and arrive at a common understanding of what a good school is, show the film *Wilson Dam School* (20 minutes, sound; available from the Tennessee Valley Authority, Knoxville, Tennessee) or the filmstrip *Children in the Primary School* (51 frames; available from the Association for Childhood Education International, 1200 Fifteenth Street N.W., Washington 5, D. C.).

Next we need some agreement upon what the goals for the year should be, what direction this year's changes should take. Try listing some. Ask the principal to name a few. Probably the teachers have already had their first conference of the school year and have agreed on a number of goals. Get these down, too. If the list is long, so much the better. The discussion leader, however, may have to use persuasion to keep the suggestions (1) appropriate to parent-teacher cooperation and (2) specific and practical. (*Not this*: "Study the homework problem." *But this*: "Work out agreements regarding homework assignments that will be valuable to the children and fair to them and their families.") There will probably be more suggestions than teachers, parents, and children can concentrate on for one year. Make a selection; then decide how these goals may best be attained.

If the group is too large for this sort of informal discussion, have a panel of parents, teachers, and administrators bring out the main points. After that the whole group can discuss them.

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III. Adolescent Course

Directed by Ralph H. Ojemann and Eva H. Grant
"How Adult Are Adolescents?" (page 21)

Points for Study and Discussion

1. What are the characteristics of adolescence that are sources of greatest concern to parents? Discuss the author's suggestions for dealing with each of them.

2. What conditions in American life today tend to keep young people from growing up as quickly as do adolescents in some other parts of the world? Have you noticed any new trends since World War II that promise to hasten progress toward maturity?

3. Was the mother of the young girl who wanted advice on a party dress right when she concluded that there was "no rhyme or reason in her daughter's attitude"? Why do adolescents often seem so inconsistent and unpredictable? How is the young person's struggle for status evident in this incident?

4. Tom is a cheerful, sociable sixteen-year-old. Last week his group of friends planned a Saturday picnic at a lake some

fifteen miles away. One boy got permission to take half the group in his father's car, and Tom asked his father whether he might use the family car to transport the others. Tom's father refused, saying that Tom hadn't had enough driving experience. Tom pleaded, but to no avail. On the day of the picnic he flew into a violent rage at his mother because she had sent his favorite blue jeans to the laundry. Finally he refused to go, shutting himself up in his room for several hours.

What points in the article does this incident illustrate? Was Tom's father right? Could the parents have done anything to prevent the boy's regressive behavior? Could the whole situation have been handled more constructively?

5. Why are we likely to find in the same community a great many variations in the rules each family sets down for teenagers' behavior? How might the rules set down by foreign-born parents differ from those of other families? Do wealthy families usually give their children more freedom than families of lower income? Would your answer be the same in the case of a wealthy family in which the father had started out as a poor boy? What about parents who were themselves too strictly controlled in adolescence?

6. All of us have observed that even in the same families one child may go through adolescence with little or no trouble, while a brother or sister may suffer endless "storm and stress." What can account for this difference? It has been said that with their first child parents believe environment is the strongest influence. With the second they discover the importance of heredity, since even two children who are treated much alike may vary greatly in their emotional reactions. Would it help parents to guide their adolescent children if they recognized the importance of both influences, so that they would keep in mind each child's individuality and uniqueness?

7. What can the P.T.A. do to help give boys and girls more chance to participate in the civic life of the community? How can home and church work together more closely to impart to young people the spiritual strength that underlies a secure sense of status and of individual worth?

Program Suggestions

Dr. Strang, in her guide for groups using the basic course (see opposite page) suggests that several members make a study of certain happy children to find out "how they got that way." Why not have two or three members of your group report on several adolescents in the same manner? Select boys and girls who appear to be well adjusted and well on their way toward mature adulthood. Talk with their parents and a few of their teachers. What characteristics do these young people have in common? In what ways have their parents succeeded in giving them constructive help through this transition period? After the members of the group have made their report, discuss it in the light of Otto Klineberg's article.

There are in this topic a number of ideas for brief skits showing typically inconsistent adolescent behavior and how parents are apt to cope with it. Each skit should be discussed by the entire group and perhaps revised on the spot to show better ways of handling the situation. (For more information about this type of program see pages 30-33 of the new pamphlet reviewed on page 39—*A Guide for Child-Study Groups* by Ethel Kawin; also the National Congress publication *Study-Discussion Group Techniques for Parent Education Leaders*.)

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Motion Picture Previews

TODAY a teacher who is not able to make use of modern methods of communicating with his pupils cannot do the most effective job of teaching. Since there is more than a little truth in the statement that civilization is "a race between education and catastrophe," educational invention must keep pace with scientific invention. Because the world is more complicated, schools cannot dodge the need to teach more in less time. Therefore it is to the interest of parents and school administrators to be certain that (1) every teacher in the school system knows how to make good use of modern audio-visual tools of instruction, such as motion pictures, filmstrips, recordings, television, slides, and radio; and (2) every school is so equipped and organized that any teacher can readily obtain and easily use these audio-visual materials.

Following is a suggested check list that will enable each parent-teacher association to determine in a general way whether or not its school has a staff and equipment that will make possible the use of these tools for better learning and better teaching.

1. Does your school system have a full-time director of audio-visual education or of instructional materials, with a staff adequate to give needed service to your school?

2. Is there someone on the staff of your school who is serving as coordinator of audio-visual instruction and who is given released time from teaching in order to do this work properly?

3. Is every regular classroom in your school building equipped with darkening shades or draperies and electrical outlets so that films, filmstrips, and other projected audio-visual materials may be used conveniently and effectively?

4. Do the teachers in your school have access to a library of audio-visual materials including the following: films, filmstrips, slides, recordings, flat picture sets, exhibit materials, aids in arranging field trips, information about educational radio and television programs?

5. Do your teachers have an opportunity to help select the audio-visual materials they will use in their classes, and can they obtain these aids on short notice when they need them: 16mm motion picture projectors, 35mm filmstrip projectors, 2" x 2" slide projectors, 3 1/4" x 4" lantern slide projectors, transcription players, tape or wire recorders, projection screens, opaque projectors, radios, television sets?

8. Does your school carry on a continuous in-service education program to help teachers learn how to operate audio-visual equipment and use audio-visual materials?

9. Does your school have an organized group of student operators who can assist teachers in the operation of audio-visual equipment?

10. Is financial support for the school audio-visual program provided for in the regular school budget?

If you find it necessary to answer *no* to any of the above items, it will be well worth the attention of your P.T.A. to study what can be done to help your school remedy the situation. For additional information about assisting in the development of a modern program of instructional materials, write to the Department of Audio-Visual Instruction, National Education Association, 1201 Sixteenth Street Northwest, Washington 6, D. C.

—J. J. MCPHERSON

Executive Secretary, Department of Audio-Visual Instruction, National Education Association.

PREVIEW EDITOR, ENTERTAINMENT FILMS
Mrs. LOUIS L. BUCKLIN

JUNIOR MATINEE

From 8 to 12 years

Fearless Fagan—MGM. Direction, Stanley Donen. A warm and very funny comedy about the efforts of a newly recruited G.I. to find a suitable home for his pet lion, partner in his former circus act. Alone in the world, the boy has given all his affection to his animal friend, Fagan. The influence of his simplicity and sincerity upon more sophisticated persons in the



A scene from **Fearless Fagan**, a happy comedy about an ex-G.I. and his pet lion.

story is well depicted. A fresh boy-meets-girl approach, excellent photography and acting, and an ingenious script all add up to good entertainment. Fagan, however, is the great attraction. He is a lovable, playful companion and makes the viewer eager to cuddle him. Cast: Carlton Carpenter, Janet Leigh, Keenan Wynn.

| | | |
|-----------|-----------|-----------|
| Family | 12-15 | 8-12 |
| Excellent | Excellent | Excellent |

Francis Goes to West Point—Universal-International. Direction, Arthur Lubin. Donald O'Connor, being a clever, pleasing comedian, and Francis, being a wise old mule who can talk, will always be able to fill any plot with their particular brand of chuckles and nonsense. In this third film of a widely popular series Donald learns from Francis of an attempt to sabotage an atomic energy plant and is appointed to West Point for passing on the information to Army Intelligence. The script is clever, and actual settings at the Military Academy are effectively used. Cast: Donald O'Connor, Lori Nelson.

| | | |
|--------|-------|------|
| Family | 12-15 | 8-12 |
| Good | Good | Good |

Ivory Hunter—Universal-International. Direction, Harry Watt. The struggles of a young game warden dedicated to the establishment of a sanctuary for wild animal life in East Africa are vividly and excitingly dramatized. Unusual tenderness and sympathy toward even the most savage animals suffuse the picture, and there are exceptional shots of elephants, giraffes, and other animals with their young. Panorama after panorama of the beautiful Kenya country are shown in exquisite technicolor. There is some intrusion of stereotyped

melodrama, having to do with the machinations of the "villain," the inevitable chase, and his appropriate disposal. Cast: Anthony Steele, Dinah Sheridan.

Family 12-15 8-12
Excellent **Excellent**

Jumping Jacks—Paramount. Direction, Norman Taurog. This Martin and Lewis slapstick farce is built around the mishaps of a "variety" entertainer who suddenly finds himself masquerading as an army paratrooper. Jerry is irresistibly comic as he stumbles in his dazedly inept fashion through the intricacies of air-borne training. Scenes of parachute-jump practice and maneuvers are authentic, made just funny enough to take the frightening edge off their implications. Cast: Dean Martin, Jerry Lewis.

Family 12-15 8-12
Good **Good**

FAMILY

Suitable for children if accompanied by adults

Cripple Creek—Columbia. Direction, Ray Nazarro. "Special Party Rates for Saturday Night Killings" is the undertaker's sign flashed before the audience in the opening scene of this western film laid in the 1890's—coy prediction of all the jolly violence and mayhem that are to follow. Handsome technicolor, trite characterizations, and crude script. Cast: George Montgomery, Jerome Courtland.

Family 12-15 8-12
Western fans **Poor** **Poor**

Dreamboat—20th Century-Fox. Direction, Claude Binyon. Television comes in for some heavy but healthy satire in this smart, brittle farce. A college professor who was once a highly romantic movie star suddenly finds that his past has been revealed through the television screen. Clifton Webb has a hilarious time riding, dueling, lovemaking, and cavorting as a composite of Valentino at his most torrid and Douglas Fairbanks, Sr., at his most athletic. A court trial in which Mr. Webb seeks to remove the films from the television circuit gives him opportunity to satirize commercial programs most effectively. Cast: Clifton Webb, Ginger Rogers.

Family 12-15 8-12
Fair **Fair** **Possibly**

The Duel at Silver Creek—Universal-International. Direction, Don Siegel. Another Audie Murphy western, enhanced by a beautiful background and a good musical score. Violence and brutality make this a poor film for children. Cast: Audie Murphy, Stephen McNally.

Family 12-15 8-12
Western fans **Poor** **Poor**

Island Rescue—Universal-International. Direction, Ralph Thomas. A delightful British satire pokes leisurely fun at bureaucratic pomp and military circumstance. During World War II an agitated Ministry of Agriculture demands the military rescue of a magnificently pedigreed cow named Venus whom the Nazis have taken over along with a British-owned Channel island. As is usual in these droll and pleasantly suspense-filled melodramas, there are warmly human characterizations all the way from the stars to the finely acted bit parts, with even a sympathetically portrayed villain. Cast: David Niven, Glynis Johns.

Family 12-15 8-12
Excellent **Good** **Yes**

Ivanhoe—MGM. Direction, Richard Thorpe. A great deal of research and imaginative treatment has gone into the fresh, colorful twelfth-century settings for this screen adaptation of the old Sir Walter Scott classic. Although action and characterizations are considerably simplified they are not lost in the splendid spectacle as happens frequently in elaborate costume productions. The adventures of a young Saxon who works to free Richard the Lion-hearted from prison in Austria are simply and clearly related, while the romantic story involving Rowena and Rebecca is told with appealing good will, though little subtlety. The best scenes are those showing, in both yeoman and noble, the Englishman's growing appetite for justice and fair play. Cast: Robert Taylor, Elizabeth Taylor, Joan Fontaine.

Family 12-15 8-12
Good **Excellent** **Good**

The Lady in the Iron Mask—20th Century-Fox. Direction, Ralph Murphy. Another swashbuckling tale is spun about the

magical names of D'Artagnan and his famous companions, the Three Musketeers. But although the color is bright the weave is shoddy. There are many duels and much fighting, but the script is mediocre and lacking in vitality. Cast: Louis Hayward, Patricia Medina.

Family 12-15 8-12
Poor **Poor**

The Quiet Man—Republic. Direction, John Ford. Director Ford and a star cast obviously enjoyed making this slick and shining Irish folk comedy. Lovely, authentic settings, lilting Irish melodies, and even the colorful names all add a great deal to the attractiveness of the production. The story begins with the arrival of a young American prizefighter in the Irish village which was his family's former home. Having accidentally killed a man in the ring, he is determined never to fight again. Victor McLaglen plays the part of a rough but sentimental bully to the life. Barry Fitzgerald enacts a sly, wheedling marriage broker who does bookmaking on the side with the same sure touch he gives all his portrayals. Bit parts are skillfully taken by players from the famous Abbey Theatre. Cast: John Wayne, Maureen O'Hara, Barry Fitzgerald, Victor McLaglen.

Family 12-15 8-12
Good **Yes**

Rainbow 'Round My Shoulder—Columbia. Direction, Richard Quine. An unpretentious little Cinderella story with easy-going songs by Frankie Lane and a technicolor Hollywood background. The fairy tale is enhanced by several modest but pleasant production numbers. Cast: Charlotte Austin, Arthur Franz, Frankie Lane.

Family 12-15 8-12
Good of its type **Good** **Yes**

Red Planet Mars—United Artists. Direction, Harry Horner. An unusual and well-acted science thriller with a good surprise twist. A young American scientist and his wife find themselves able to communicate with the people of Mars. When it is discovered that the planet is powered by cosmic rays and that food for thousands is obtained from a half acre, the fear of what this knowledge will do to the industrial setup causes panic and demoralization. Cast: Peter Graves, Andrea King.

Family 12-15 8-12
Good of its kind **Good** **Yes**

Sally and Saint Anne—Universal-International. Direction, Rudolph Mate. A farcical comedy about a lively and somewhat eccentric Irish family. There is a cute and crafty grandfather, a patriarch who rules from his bed, and a young girl who prays for favors to Saint Anne for her friends and almost always gets them. The good cast is better than the picture. Cast: Ann Blyth, Edmund Gwenn.

Family 12-15 8-12
Fair **Fair** **Yes**

Son of Paleface—Paramount. Direction, Frank Tashlin. Those who enjoyed *Paleface* will be pretty sure to like its sequel in which, after fourteen years at Harvard University, Junior returns to the Old West to claim his inheritance. Typical Hope standby jokes, ludicrous situations, light-hearted tunes, desperadoes, pretty girls, and (an inspired touch) comic interludes with Trigger, who proves he is the smartest horse in the movies, add up to a good Hope farce. Occasional touches of vulgarity may mar it for some. Cast: Bob Hope, Jane Russell, Roy Rogers, Trigger.

Family 12-15 8-12
Bob Hope fans **Yes** **Possibly**

Washington Story—MGM. Direction, Robert Pirosh. Occasionally magazines and news columns express discontent with the constant emphasis of modern literature and drama on futility and "realistic" pessimism. They even suggest that it is sometimes easier for an unsure artist to draw attention by a sneer and that it takes courage to make an honestly affirmative statement. Doré Schary shows that courage in his attitude toward the governing bodies in Washington and the good will he brings to the characterization of certain of their members. The plot also reveals problems facing conscientious lawmakers in their efforts to keep faith with their constituents and at the same time do the best possible job for the country. Not intended to be subtle or profound, the film is friendly, entertaining, well acted and directed. A good family picture. Cast: Van Johnson, Patricia Neal, Louis Calhern.

Family 12-15 8-12
Good **Good** **Yes**

ADULTS AND YOUNG PEOPLE

Actors and Sin—United Artists. Direction, Ben Hecht. Here under one title is a double feature satirizing and burlesquing the world of professional make-believe. A farcical melodrama on the downhill career of a temperamental stage actress in New York is combined with a devastating satire on the general ignorance, gullibility, and pretentiousness of Hollywood producers. The potentialities in the subject matter of the latter film are thoroughly developed by script and direction. Cast: Edward G. Robinson, Eddie Albert, Marsha Hunt.

Adults 15-18 12-15
Matter of taste Poor No

Affair in Trinidad—Columbia. Direction, Vincent Sherman. Murder, intrigue, and amorous romance brought up to date with atomic secrets sold on an international scale are tied together in this routine tropical melodrama, which brings Rita Hayworth back to the screen. The direction is blunt as a baseball bat, and sex is emphasized at the expense of integrity in storytelling. Cast: Rita Hayworth, Glenn Ford.

Adults 15-18 12-15
Poor Poor No

The Big Sky—RKO. Direction, Howard Hawks. This tale of how a boatload of tough, resourceful trappers explored the unknown regions of the upper Missouri is a refreshing switch from the usual horse-and-covered-wagon frontier melodrama. There is a constant series of exciting incidents, and some of the action is gruesome, as when a finger is hacked off the hand of one of the mountaineers. The Indian scenes, particularly the ceremonial dances, are authentic, and the Indian himself is sympathetically portrayed. Settings in the Grand Teton National Park are beautiful, and the action is good, though the film is too long. Cast: Kirk Douglas, Dewey Martin, Stephen Geray, Elizabeth Threatt.

Family 12-15
Excellent of its type Good of its type 8-12
No

Clash by Night—RKO. Direction, Fritz Lang. One of those crude, raw triangular dramas in which the abrupt "moral" ending is intended to counteract scene after scene of cheap emotionalism. In Paul Douglas' flabby characterization of a good-hearted though moronic fisherman there is only a remote resemblance to the genuine dignity and sincerity he has put into his previous roles. Cast: Paul Douglas, Barbara Stanwyck, Marilyn Monroe.

Adults 15-18 12-15
Poor Poor No

Don't Bother To Knock—20th Century-Fox. Direction, Roy Baker. It is a far cry from the conception of insanity revealed in Shakespeare's Ophelia to present-day exploration of the mental illness portrayed by Marilyn Monroe in this uneven melodrama. Our compassion for the modern girl, however, is lost as the picture proceeds to stress menace and violence for the sake of suspense. Although well acted and directed, the picture's plot is too neatly contrived and its purpose confused. Cast: Marilyn Monroe, Richard Widmark.

Adults 15-18 12-15
Fair Fair Mature

The Fourposter—Columbia. Direction, Irving Reis. The life story of a married couple is told entirely in the presence of a stately four-poster bed, without a change of scene. Yet so persuasive is the direction and so varied the movement that one completely forgets the play's self-imposed limitations. The two members of the cast are Rex Harrison and Lilli Palmer, an accomplished and delightfully sophisticated couple who impress upon this domestic chronicle the values of their own subtle and wittily mannered art. There is little that is shy or maternal in Lilli Palmer's wife, and her support of a rather dependent writer-husband is by way of challenge and kitten claws rather than a maternal shoulder. Clever animated drawings bridge the dramatic episodes in their lives. Cast: Rex Harrison, Lilli Palmer.

Adults 15-18 12-15
Good Mature No

The Happy Time—Columbia. Direction, Richard Fleischer. The dignity and sincerity that Charles Boyer gives to his role as leader of a small-town theater orchestra and father of an adolescent boy do much to enliven this slow adaptation of a popular Broadway show. Uncle Louis, a drooping, inertia-

bound brother who continually imbibes wine from a water cooler because he cannot bear his hatchet-faced wife and child, flounders through singularly unfunny scenes. Uncle Desmonde, the happy-go-lucky brother, is obviously not as humorous as he is meant to be. Nor is this family's acceptance of people's follies the same as genuine human understanding. The highlight of the play—a glowing speech delivered by father to son about the "facts of life" and the inherent decency of sex—is beamed to a hostile world and scarcely fits into the context of the film at all. Cast: Charles Boyer, Louis Jourdan.

Adults 15-18 12-15
Mediocre Mediocre Poor

High Noon—United Artists. Direction, Fred Zinnemann. Despite its excellence and its skillfully wrought, tense plot this western is less than successful in its attempt to create psychological motivation for its leading character. A sheriff who has rid his community of outlaws and maintained order for many years gives up his job to please his peace-loving bride—only to discover on their wedding day that the chief outlaw has been pardoned and is heading home. Negative social values as well as a vendetta-like quality in the hero's sense of justice contrast sharply with the fine acting of a star cast, unusual handling of the time element, and a striking musical score. Cast: Gary Cooper, Grace Kelly.

Adults 15-18 12-15
Excellent of its kind Good of its kind Poor

Lovely To Look At—MGM. Direction, Mervyn LeRoy. Under the name of one of Jerome Kern's songs, *Roberta* has returned to the screen refurbished for a new generation. Marge and Gower Champion do some brilliant dance routines, Red Skelton contributes some zany comedy, and Kathryn Grayson and Howard Keel sing the old songs with nostalgic charm. But the script seems dated and slow, and there is a lack of genuine warmth and sparkle. However, the lavish, colorful spectacle and the good revue numbers will entertain many. Cast: Kathryn Grayson, Red Skelton, Howard Keel.

Adults 15-18 12-15
Fair Fair Possibly

Outcast of the Islands—Lopert-U.A. Direction, Carol Reed. It is fascinating to watch an expert director at work even when he chooses such unpromising material as Joseph Conrad's tale of a superior white man who disintegrates and meets his downfall in the decadent, steaming tropics. The fact that Trevor Howard's characterization scarcely changes—the unhealthy, grainy, perspiring skin and soft, expressionless face—does not seem to matter. A variation in evil is the prim and predatory trader, acidly enacted by Robert Morley. The captain (Sir Ralph Richardson) who represents what integrity of character the film possesses, is curiously futile and childlike. The picture's value rests almost entirely on the richly patterned backgrounds, on drama of moving design. The natives themselves, particularly the swarming children, are the most exciting and malleable materials in the pattern. Cast: Trevor Howard, Sir Ralph Richardson, Robert Morley.

Adults 15-18 12-15
Interesting Fair No

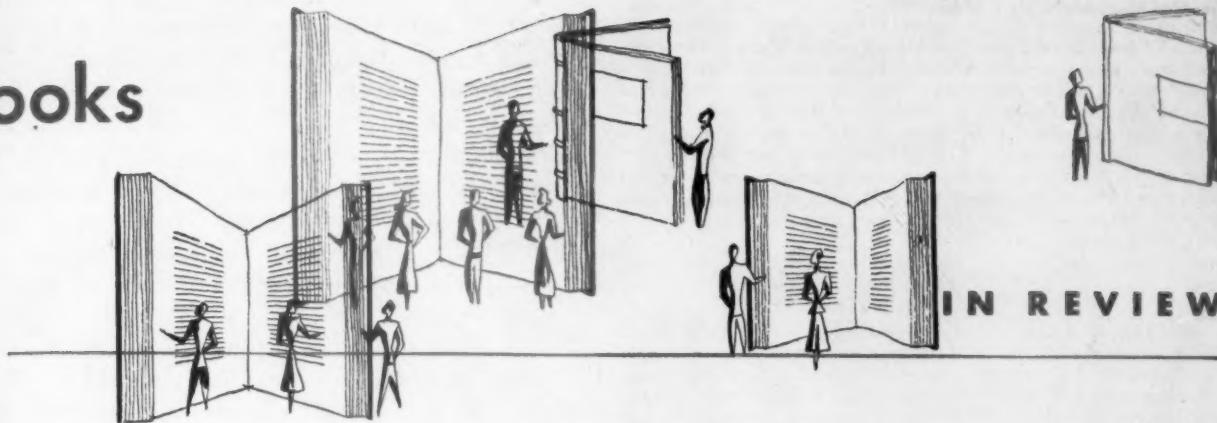
Pat and Mike—MGM. Direction, George Cukor. Another deft comedy by Ruth Gordon and Garson Kanin illuminates with wry satire the collapse of personality that probably occurs in every female who becomes "the little woman" to the man she loves. Katharine Hepburn plays the role of a sportswoman, a natural athlete who goes to pieces in competition every time she becomes aware of her fiancé and his superior attitude. Good acting and a literate script. Cast: Katharine Hepburn, Spencer Tracy.

Adults 15-18 12-15
Good Good Yes

She's Working Her Way Through College—Warner Brothers. Direction, Bruce Humberstone. A bouncing, exuberant musical farce based vaguely upon certain episodes in the play *The Male Animal*. The main emphasis, however, is placed on the artless and effervescent capers of a crowd of college students rehearsing a musical review, produced by their English professor. Dance routines are lively and enthusiastic; they take place on the campus, in the classroom, and even in the gymnasium, where the superb timing of an athlete's trapeze sequences contributes to an outstanding number. Cast: Virginia Mayo, Ronald Reagan.

Adults 15-18 12-15
Matter of taste Matter of taste No
(Continued on page 40)

Books



A GUIDE FOR CHILD-STUDY GROUPS. By Ethel Kawin. Chicago: Science Research Associates, 1952. 64 cents.

All across the country, in rural and urban America, people are getting together to study and discuss how children grow and how best to guide them into the fullness of life. In the wake of this swift expansion of groups devoted to child study, members and leaders alike are feeling a genuine need for expert guidance. They can now turn to *A Guide for Child-Study Groups* with cheering certainty that they will find here a wealth of useful information that cannot fail to increase, many times over, the value and effectiveness of group work.

The author brings to her subject a rare fund of knowledge and experience in child development as well as with study group methods. Faculty member of the University of Chicago and a consultant in parent education for the National Congress of Parents and Teachers, she knows well the pitfalls of group study as well as its great promise. She warns her readers how to steer clear of the pitfalls and carefully explores such questions as these: How is a study group launched? How large should a group be for the best results? Who should be urged to join? How can the first meeting be planned so that prospective members will want to return?

To assure the interest and participation of study group members she describes a variety of programs, including lectures, symposiums, panels, film forums, round-table discussions, buzz sessions, dramatizations, role playing, and radio and television programs. In painstaking fashion she goes into such complex problems as leadership qualifications, provisions for leadership training, and the role of both professional and lay leaders. The functions of group members are clearly explained, and the chapter on resources will do much to enrich the program. The booklet concludes with a check list by which each individual can evaluate his own group.

Parent-teacher associations, with their thousands of study-discussion groups, will particularly welcome this comprehensive, clear-cut guide. It should be in the hands not only of every parent-teacher worker but of all who recognize the enormous importance of child-centered programs. And it should be in the hands too of all who share in the wonder and excitement of adult education.

WHAT IS PROGRESSIVE EDUCATION? By Carleton Washburne. New York: John Day, 1952. \$2.50.

This book was requested by a father, who told Dr. Washburne that parents needed a short, simple work on progressive education. It fits the need. It is an informative book also for all citizens who are perplexed by the new education and disturbed by organized attacks on our public schools.

Dr. Washburne gives reasonable explanations for the new types of report cards; the seeming absence of geography and history from the curriculum; the lack of homework and of drill; the new freedom that children have

in the classroom; and their own participation in planning the work.

Progressive education, he tells us, seeks "the fullest possible development of the child as a person and as a responsible member of society." It is, he continues, dynamic education, for its content and methods change as research discovers new facts on how human beings grow, learn, and live together.

Does it succeed? Dr. Washburne says studies show that graduates of progressive schools have as much—and usually more—knowledge and skill in the traditional subjects as do graduates of traditional schools. In addition, they show a striking superiority in understanding, initiative, leadership, cooperation, and social responsibility.

What is the role of parents in progressive education? In a chapter filled with examples Dr. Washburne shows how parents can help their children to learn. They can do it not by correcting and drilling them in subjects but by encouraging them, giving them opportunities to use their knowledge and skills, and providing experiences that create the need and desire to learn more. Progressive education at its best cannot function without home-school cooperation.

THE WONDERFUL STORY OF HOW YOU WERE BORN. By Sidonie M. Gruenberg. New York: Doubleday, 1952. \$2.00.

It is the rare child who does not plead for stories, and among those most-asked-for is "How was I born?" Here a grandmother tells that story. She begins musingly with a backward glance to the time when she was very young and herself asking that question. With quiet humor she tells of her pursuit of knowledge, her parents' answers, and the quaint explanations of her friends—fanciful explanations that their parents had given them in a day when "most parents believed that children could not understand the real story." After this introduction she tells her young listeners, boys and girls, the true story, a narrative more interesting by far than the made-up accounts.

She describes the cycle of conception, birth, and growth, and as the story unfolds she brings in the terms that children should know. At the end she leaves the door ajar for more questions from her young audience, giving them her parting assurance that other queries will surely arise as their small bodies grow and their feelings change.

This book is beautifully conceived and tenderly written. Love and warmth and gentle wisdom permeate every page. And on every page questions asked by children from time immemorial are answered so simply yet so eloquently that no child can fail to sense the wonder of birth and growth, of life renewing itself again and again. Here indeed is a valuable combination. For with a book written especially for children this noted parent educator has included a long needed guide for parents who want their boys and girls to have a healthy outlook on sex and birth and growth.

We're Not Married—20th Century-Fox. Direction, Edmund Goulding. This picture has what is sometimes known as a "gimmick" plot. Five marriages are annulled because the ceremonies were performed by a justice of the peace before he was duly accredited. Whenever Fred Allen, accompanied by Ginger Rogers, lends his acidulous presence, the film possesses a devastating, aspirin-type humor, but it retains only a contrived smartness when the other couples take over the screen. Mr. Allen digs his teeth joyously into material made to order for his satiric talents—the chronicling of the lives of a famous Mr. and Mrs. radio team famed for their sugary chitchat. Cast: Ginger Rogers, Fred Allen, Victor Moore.

Adults 15-18 12-15
Fair Fair No

The Wild Heart—RKO. Direction, Michael Powell and Emeric Pressburger. A romantic, old-fashioned tale of a young Welsh girl enslaved by her country's superstitions but at bay against the cruel world. The film is enacted against beautifully photographed scenes of the wild Welsh-Shropshire border country with its old Roman ruins. Jennifer Jones plays the role of the strange, lovely daughter of a bee-keeping, coffin-making, harpist father whose lack of love and oafish and obtuse ways drive her into a lonely retreat within herself. Picturesque settings, the sweet, wild singing of Welsh folk tunes, and a good supporting cast add color and atmosphere, but lack of sensitivity and sureness in the handling of the story caused the directors to lean too heavily on symbols for effect. Cast: Jennifer Jones, Cyril Cusack, David Farrar.

Adults 15-18 12-15
Fair Fair No

Without Warning—United Artists. Direction, Arnold Laven. An earlier title, *The Slasher*, fits more accurately this callous melodrama in which a cops-and-murder plot is smoothly patterned to the erratic actions of a dangerous madman. *M* and *The Sniper*, two earlier pictures dealing with themes that may unfortunately become a trend, managed to combine pity with terror through some suggestion of humanity. This routine copy, after a few hair-raising and macabre scenes, deteriorates into merely mechanical and unimaginative repetition. Cast: Adam Williams, Edward Binns.

Adults 15-18 12-15
Poor Poor No

The World in His Arms—Universal-International. Direction, Raoul Walsh. A lusty seagoing melodrama subordinates its pseudo-historical background to swashbuckling adventure and extravagant romance. Based on a novel by Rex Beach, the picture recounts the exploits of the captain of a New England sailing vessel who hunts for seal in Russian waters in 1850. Authentic scenes of seals in their natural habitat, shots of San Francisco's Chinatown, and a strikingly photographed episode in which two sailing vessels race to the Pribilof Islands through mountainous seas are brilliantly effective in technicolor. Cast: Gregory Peck, Ann Blyth.

Adults 15-18 12-15
Good of its type Good of its type Yes

OTHER FILMS BRIEFLY RATED

Junior Matinee

Belles on Their Toes—Young children, good; older children, excellent; adults, good.
Never Take No for an Answer—Excellent for all ages.

Family

Carson City—Young children, poor; older children and adults, western fans.
Gals and Gals—Young children, yes; older children and adults, fair.
High Treason—Young children, mature; older children and adults, good.
Montana Territory—Young children, no; older children, poor; adults, western fans.
Scaramouche—Young children, possibly; older children and adults, good.

Adults and Young People

The Atomic City—Young children, no; older children tense; adults, good.
Beware, My Lovely—Children, no; adults, matter of taste.
Carbine Williams—Young children, no; older children and adults, good.
Deaver and Rio Grande—Young children, no; older children, poor; adults, western fans.
Diplomatic Courier—Young children, no; older children, fair; adults, fair.
The Fighter—Young children, no; older children, poor; adults, fair.
Holiday for Sinners—Young children, no; older children, no; adults, fair.
Island of Desire—Children, no; adults, poor.
No Room for the Groom—Young children, no; older children and adults, poor.
Scarlet Angel—Young children, no; older children, poor; adults, mediocre.
Three for Bedroom C—Young children, no; older children and adults, poor.

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This child talks like a grownup but looks immature and is ashamed of his immaturity. He seems driven to compete and excel, but he is usually a poor sport and sometimes even avoids competition because he is so afraid of making a mistake. He associates with grownups and strives to please them rather than his own group. At school he promises well but puts things off and seldom succeeds consistently. He wants to excel in all subjects but masters none of them. He thinks defiantly but is easily led.

In adolescence the exploited child is also likely to rebel, to become resentful and sulky. He feels cheated, dreads being made a "sucker." Girls are especially driven to compete with boys when their parents think of women as being the weaker sex.

Problems To Grow On

These, then, are composite portraits of four types of children who were not fortunate enough to have the kind of parents and the kind of home that we found to be characteristic of the happy, friendly child. Let me repeat once more that rejection, deprivation, overprotection, and exploitation do occur in almost every family but never to an intensive degree in the happy child's family.

On the other hand, when you were looking at the portraits of the less fortunate children, did they seem abnormal? Or did they seem to have personality traits most of us recognize in the youngsters we know? The parents of our four groups of children had faulty attitudes, and those attitudes shaped their children's behavior. Yet only a small percentage of the three thousand were so seriously disturbed as to become neurotic.

Since human beings insist on being human, we know there is no such thing as an ideal family life, but there is nevertheless a great satisfaction in striving for the ideal. Parents afflicted with anxiety do create problems for their children. We neither can nor should take away all these problems (we should perhaps call them challenges) because it is in facing and solving them that each child develops his unique temperament and character. Our job as parents and teachers is not to protect youngsters from problems but to protect them from the extremes that prevent the building of healthy personalities.

Only by thinking and working in terms of these problems that confront all of us can we be at all sure that we are not unconsciously perpetuating the unfavorable attitudes which—not by their existence but by their intensity—can harm the child's growth.

Alexander Reid Martin, M.D., is a practicing psychiatrist and psychoanalyst, consulting psychiatrist to the Children's Aid Society of New York City, and chairman of the National Committee on Leisure-time Activity, American Psychiatric Association.